

March, 1957

The American School Board Journal



**A PERIODICAL OF
SCHOOL ADMINISTRATION**

In This Issue:

Who Speaks the Boardman's Language?—Carlson

Lay Advisory Committees—Hull

School Evacuation Plans—Ridgway

Two Texas High Schools



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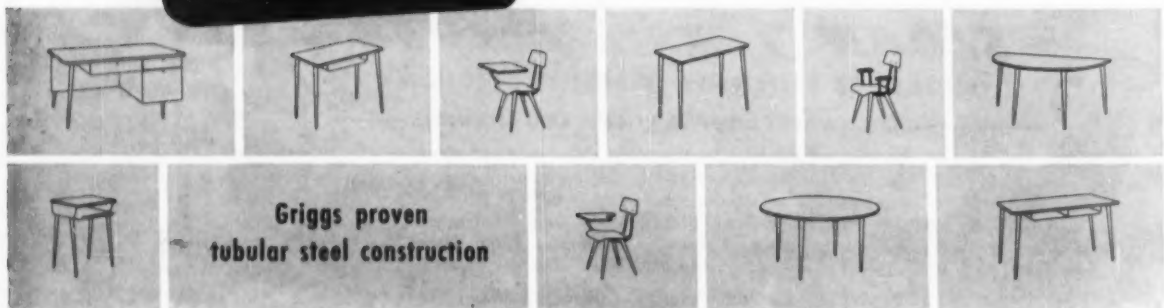
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THE AMERICAN School Board Journal

for March, 1957

EDITORIALS

- 62 Pressures on School Boards
- 62 Federal School Construction Aid

FEATURES

- 21 The Ohio Story, Shannon
- 31 School Evacuation Plans, Ridgway
- 34 Who Speaks the Boardman's Language?, Carlson
- 36 A Creed for School Administrators, Slater
- 37 Guidance and the Scientific Man-Power Shortage, Irving
- 39 The Challenge of Science to Schools, Behnke
- 41 Pupil Mobility Problems in Chicago, Bell and Green
- 43 Surety Bonds of School Building Contractors, Punke
- 45 Good Schools Can Be Built Economically, Wilson
- 47 Merits and Difficulties of Lay Advisory Committees, Hull
- 50 Scope of Board Authority to Dismiss Teachers, Roach
- 68 The 1957 N.S.B.A. Convention

WORD FROM WASHINGTON

- 59 Better Management Through Comparable School Figures, Exton

SCHOOL BUILDING

- 52 Lampasas High School
- 54 Monterey High School
- 57 Chicago's Complete School for the Physically Handicapped, Delaney

AUDIO-VISUAL EDUCATION

- 61 Planning Schools for Use of Audio-Visual Tools, DeBernardis

THE SCHOOL PLANT

- 80 Controlled Maintenance, Hoff and Thomas

DEPARTMENTS

- 11 Surveying the School Scene
- 64 School Administration in Action
- 82 What's Your Experience With . . .
- 88 Board News
- 90 Teachers and Administrators
- 92 Personal News
- 94 School Finance & Taxation
- 96 New Products



Chicago's new Jane A. Neil school for the physically handicapped, reviewed in this issue, offers a wealth of ideas for special space allocations needed in this area of exceptional child education. If you're planning a building or section of a school for physically handicapped students, you'll want to read about

Chicago's complete, modern school. We selected two high schools in Texas as examples of well-thought out, sound and durable plants being built in the southwest; you're sure to find worthy features in these plants for your new building.

In reality, is the boardman more receptive to the superintendent or to the business manager is the question posed by Dr. Carlson in his *Who Speaks the Boardman's Language?* For more effective schools in our unit executive control system, he suggests an answer and some thoughts toward remedying the unusual situation.

Two fresh views on the "science problem" are offered by James Irving and Dr. Behnke; a restudy of the assets and debits of lay advisory committees is made by superintendent Hull; latest FCDA policy toward school evacuation is presented by Mr. Ridgway.

These are only several of the articles you'll find worth-while reading in this month's JOURNAL — and don't forget our regular features!

WILLIAM C. BRUCE, Editor

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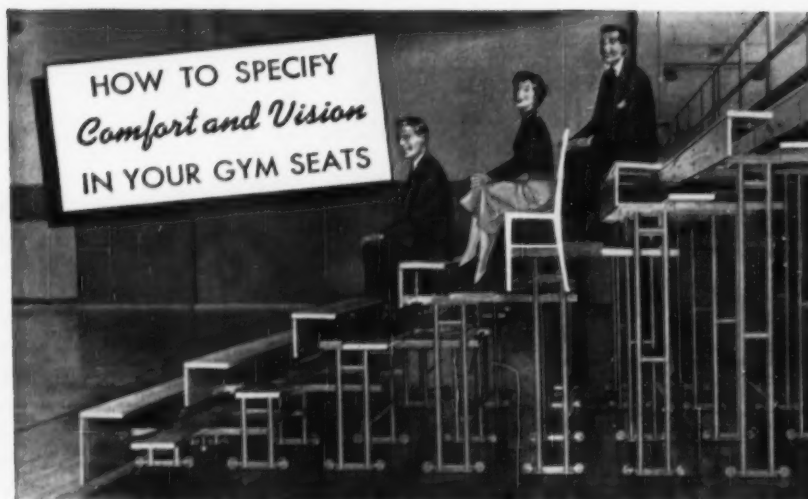
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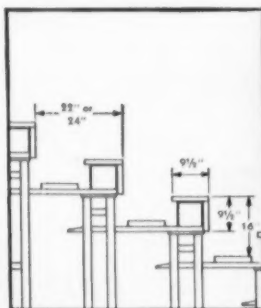
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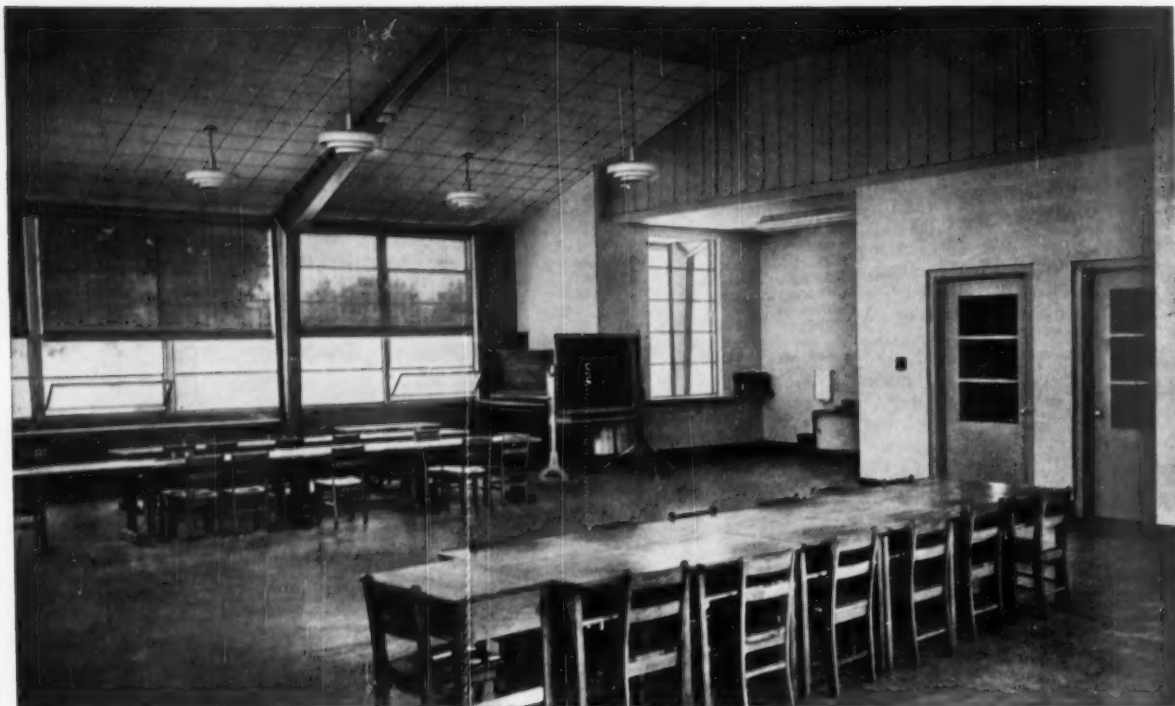
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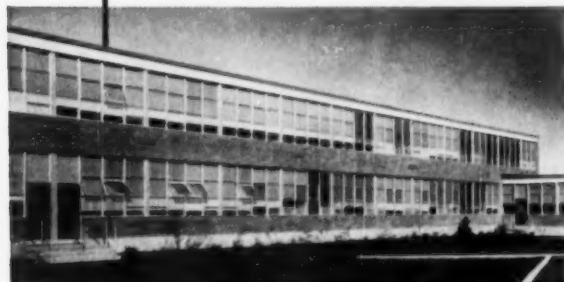
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Surveying the School Scene



SCHOOL BILL REOFFERED

Representative Errett P. Scrivner, of Kansas, has introduced a bill in Congress, seeking to earmark part of income tax collections for federal aid to education. Mr. Scrivner said his proposal would produce \$600,000,000 a year for schools and would be entirely devoid of federal control. The plan would give each state 1 per cent of the individual and corporation income taxes collected within each state for use in schools.

COLLEGE ROLLS

A record total of 2,947,000 students were enrolled in United States colleges

last fall, according to Commissioner of Education Lawrence G. Derthick. The enrollments, already 10 per cent above last year's previous high, are expected to reach nearly 3,250,000 during the current year.

The fall enrollment survey of 1852 institutions of higher education showed an increase for the fifth consecutive year in nearly all categories. The University of California led in total enrollments, with 40,788 on all campuses.

FOURTEEN RESEARCH PROJECTS

Fourteen educational research contracts, involving \$500,000, have been approved by the U. S. Office of Health, Education, and Welfare.

The projects will be conducted by six colleges and universities, including Syracuse University, Syracuse, N. Y.; Peabody College for Teachers, Nashville, Tenn.; Ohio State University; Southern State College, Magnolia, Ark.; Western Michigan College, Kalamazoo; and University of Alaska. The Office of Education will provide \$400,187, and the institutions, \$135,519. Among the subjects to be covered are mental retardation, holding power of students, and migrant children.

INTEGRATION GAINING FAVOR

According to the Gallup Poll of 1957, 63 per cent of all people contacted by the poll approve of racial integration in the public schools; 31 per cent disapprove; and 6 per cent have no opinions. The vote of those who favored gradual integration was 69 per cent; in the near future, 26 per cent. In the South the decision is disapproved by 67 per cent of the adult people, and approved by only 27 per cent.

MORAL AND SPIRITUAL IDEALS

Following the example of the state of New York, the board of education of New York City has recently accepted a statement on "The Development of Moral and Spiritual Ideals in the Public Schools." The statement which has been the cause of considerable controversy, recommends that the schools incorporate the teaching of spiritual and basically religious moral ideals in practically the entire curriculum. Thus, speaking of the language arts, the report says in part: "Language Arts in the school program is taught as a vehicle of receiving impression and of giving expression. Truth and honesty in speaking or writing and interpreting what is read or heard are constant objectives in the teaching of the communication arts. Because of the school's stress on acceptance of moral responsibility for one's own words of expression or interpretation the pupil learns that he is responsible for speaking the truth and for presenting materials honestly. The content of the world's literature deals characteristically with human values, human relationships, and character delineation. The content of the Language Arts program affords ample opportunities for guidance in making value judgments concerning behavior and good citizenship.

Good literature owes its greatness to the fact that it inevitably deals with matters of good and evil, life and death. Through literature pupils have access to the spiritual experience of the race. Their

own experiences are deepened and broadened by a sympathetic reliving of the experience of others through biographic study, poetry, drama, and fiction. Through the study of literature of many lands an acquaintance with the experience of other peoples serves to broaden sympathies and awaken respect and appreciation of other customs and religions. The study of a foreign language uniquely opens the way to a broader range of experiences than is possible from a study of one's own time and place. It also helps pupils to appreciate the contributions of various peoples to the world's total culture and thus leads to a better tolerance and understanding of other times, other peoples, and other customs.

The underlying spirit of the report is included in the following brief sentences: "The underlying philosophy of American Democracy is based upon the premise that the individual possesses God-given rights which the state can neither give nor take away. This, too, is the basis of the American concept of civil rights and religious liberties, including the right of religious dissent, and of the worth and dignity of each individual, regardless of his race, creed, color, talents, or station in life. Even those who may question the validity of the concept that God is the source of the unalienable rights of the individual admit that this ideal was basic in the thinking of our forebears."

CONVICTION OF NEGROES UPSET

The Virginia State Supreme Court, in an opinion on January 21, ruled that a group of King William County Negro parents could not be punished for failure to send their children to an inferior segregated school. The Supreme Court overruled a lower Circuit Court decision which convicted the parents of violating the compulsory attendance law.

In overturning the lower court, the Court said the requirement that the children be sent to a school of poorer facilities and educational advantages was an unlawful application of the attendance law and a denial of the constitutional guarantee for equal protection of the law.

FINANCIAL SUPPORT OF SCHOOLS

The Metropolitan School Study Council, composed of school systems in 70 communities in New York, New Jersey, Connecticut, and 13 associate members in other states, has issued a financial report indicating the adequacy and trends of school support in Council Communities.

The report notes that the highest per pupil expenditure in 1956-57 is \$715 by one school system. The highest in 1955-56 was \$677. The average in New York suburbs this year is \$430 per pupil, with many communities paying \$510 or more per pupil.

Money spent for each pupil is 202 per cent higher in the typical Council school system this year than in the same schools in 1939-40. In other words, \$302 is being spent for each \$100 spent in 1939-40. The actual rise is from

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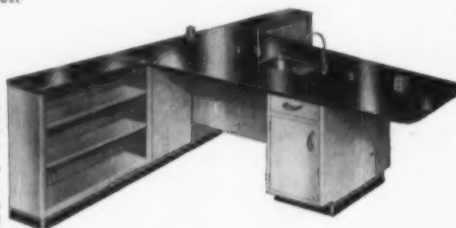
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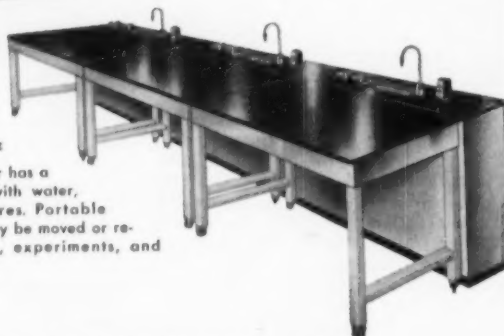
◁ 5000 Series Student Science Desks:

These units are ideal for a 4-Student-4-Class arrangement. Each student has easy access to all service fixtures, and is provided an individual drawer. The unobstructed working surface and handy notebook compartment allow for better experimental student work.



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\$143 per pupil in 1939-40 to \$432 in 1956-57.

In a section on salaries, the report points out that the beginning salaries paid Council towns teachers in 1956-57 ranged from \$3,000 to \$4,300 for four years' training, \$3,200 to \$4,600 for five years' training, and \$3,700 to \$5,000 for six years.

The average salary paid Council teachers this year is \$5,517. The national average is \$4,100.

The report suggests that good as progress has been among these schools, they are having trouble keeping up with the general trend in the national prosperity, as measured by the money the citizens must spend today. If schools can't keep up, some prospective teachers and veteran teachers too will continue to leave for fields offering more money. The report indicates that this group of school systems is reaching a level of financial support which may point the way for schools in general.

SCHOOL BUILDING NEEDS

The National Planning Association, in a statement on "National Investment for Economic Growth," released on January 23, 1957, urges that a great economy like that of the United States must have a healthy, educated labor force. Speaking on the need for a larger school plant, the Association through its board of trustees, recommends a look forward to the increasing requirements of an ever growing population. Quoting from a Department of Commerce publication, "it was estimated that \$4 billion in expenditures for school construction are needed during each year of the coming decade to meet requirements in this area. This means that the rate of school construction outlays over the next ten years will have to rise 60 per cent above the current level of \$2.6 billion. Further, if in the America of ten or twenty years hence, the average outlays per school-age child are to attain a level currently spent only in these communities with high education standards, the total operating expenditures for pupils and teachers will more than double, reaching by 1975 an annual rate of outlay which exceeds \$21 billion per year, as opposed to the 1955 level of \$10 billion."

VIRGINIA HOLDS FAST ON DESEGREGATION

Virginia newspaper officials, after a survey of the citizens, have reported that there appears to be no change in their readers' attitudes toward the school desegregation problem in the past year.

The consensus of opinion is that the state General Assembly action and the federal court decisions surprised few persons, and changed the attitudes of fewer. Those who bitterly opposed desegregation before still do, and those who didn't still don't.

In Caroline county, the people are going ahead and building equal but separate schools. In Staunton, the people don't want integration but they won't close down their schools to stop it. In Prince Edward, the people will not integrate their schools. They are not setting a definite date for integration.

EXPAND SCHOOL AID

The New York Teachers Guild has asked Governor Harriman to use the nearly \$90 million state surplus to sponsor an increase in the state-aid-to-education formula as well as to reduce income taxes for lower income residents of the state. It was suggested that the state-aid requirement be reduced to the former figure of 6.2 mills on property valuations. The new higher requirements of 6.8 mills, it was charged, has the effect of penalizing urban areas.

VERSATILITY+

a chair and a desk that folds to only 3"

CLARIN TABLET ARM FOLDING CHAIR



a complete class

CLARIN Tablet Arm Folding Chairs are ideal for classroom work as they provide a scientifically determined writing height coupled with sturdy, comfortable seating. Chairs are easily rearranged to provide for different types of classroom work or for expanded classes. When seating only is required, the ingenious tablet arm folds down alongside the chair completely out of the way.

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CLARIN Tablet Arm Folding Chairs provide the versatility that allow them to be arranged to suit the occasion. They may be grouped around a table, desk or another chair for informal groups or may easily be lined up along the walls for social functions. Getting in or out of the chair is extremely easy as the arm may be simply swung up for effortless exit or entry.

CLARIN MANUFACTURING CO.

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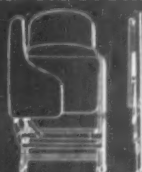
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1. Tablet arm lifts to right, making it easy to get in or out of chair.



2. Tablet arm swings down permitting use as regular chair.



3. Chair folds in normal way and tablet arm swings over flat against seat. Folds to 3" thick.

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The New Honeywell Round

A temperature control in each classroom permits adjustment of room temperature to meet the varied activities of the students.

How Modern Honeywell Temperature Controls Provide

A FLEXIBLE "CLIMATE FOR LEARNING"

PERIODIC changes in class activity and in the size of class groups require a flexible heating and ventilating system that can be quickly adjusted to room temperature and ventilation needs of the class.

The Honeywell School-Master Temperature Control System permits individual room temperature control in *every room* in the school building. The teacher can always maintain the right atmosphere for classroom efficiency, for any number of students and for any type of class—shop activity, laboratory exercise, physical education or lecture period.

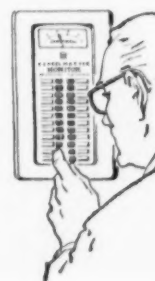
With Honeywell Temperature Controls in each room, the ideal "climate for learning" can be quickly and automatically provided regardless of outside weather conditions and inside class activity.

The Honeywell system also provides the economical means of controlling heat and

ventilation for partial use of school facilities during the school day and by civic and community organizations at night.

In addition, the School-Master system may include an indicator panel for the principal's office which gives a finger-tip report on all room temperatures. It functions also as an auxiliary fire detection system.

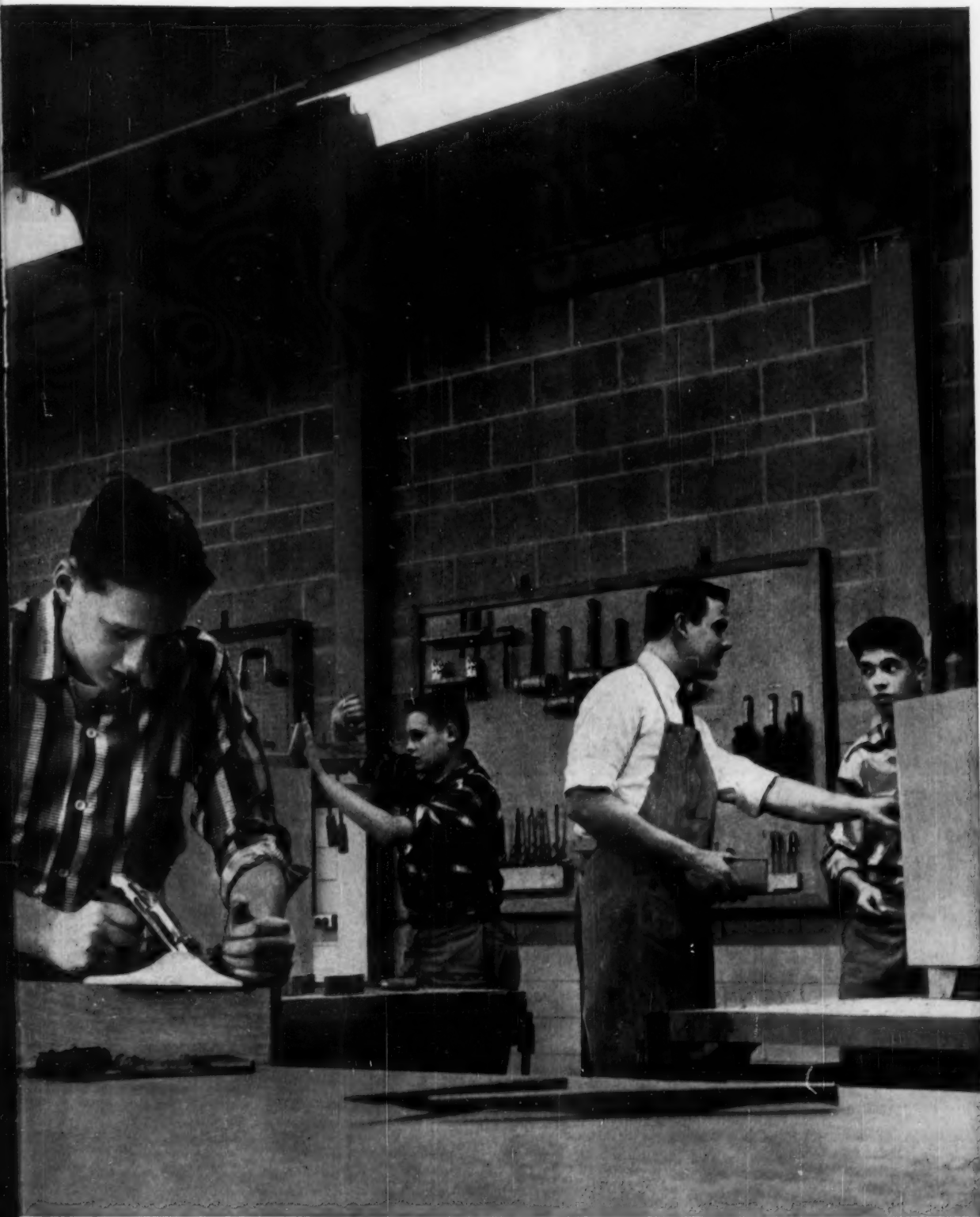
The School-Master is an exclusive Honeywell development designed for any school, new or old. No major building alterations are necessary as the wiring is simple. For more information on how the broad line of Honeywell temperature and ventilation controls can serve you, call your local Honeywell office or write to Honeywell, Dept. AJ-3-101, Minneapolis 8, Minnesota.



MINNEAPOLIS Honeywell

School Temperature Controls

112 Offices Across The Nation



With the Honeywell School-Master System temperatures in manual training shops can be adjusted to suit the size of the class and the level of physical activity. Temperatures in every room in the school building can thus be independently controlled to create ideal conditions in each room—for *any size class* and *any type of study*.

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CLASSROOM

Classroom of Cornwell Avenue School, West Hempstead, Long Island, showing ceiling installation of Acousti-Celotex Sound Conditioning Cavity® Tile.
Architect: Starret Van Vlach-Reginald E. Morris & Howard C. Snyder Associates.
Acousti-Celotex Contractor: Jacobsen & Co., Inc.

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A Modern Aid to Learning

Distracting sounds of conversation, corridor traffic, daily school routine, can be a definite deterrent to both learning and teaching. A sound-absorbing ceiling of Acousti-Celotex Tile checks noise in classrooms, auditoriums, study halls, cafeterias, lounges, gymnasiums. The resulting *quiet comfort* aids pupils in study and concentration. Faculty, too, finds its morale and efficiency improved. **Mail Coupon Today** for a *free analysis* of the noise and acoustical problems in your school.

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SEATING COMPANY**

*functional school palette
for the decoration of
new and old buildings*

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sunlight yellow

coral pink

pearl gray

terra cotta

soft blue

**From the American Seating family
of fine school furniture**



Coloramic Classmates:
No. 140 2-Pupil Table
No. 540 Chair

Here are basic reasons why Diploma Blue and Classday Coral were selected for American Seating school furniture:

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The combination of Coloramic Diploma Blue and Classday Coral is ideal for school use. It is most attractive. A glance at the functional palette (left) shows how these colors harmonize with the new trends in school decorative schemes.

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Important in the planning

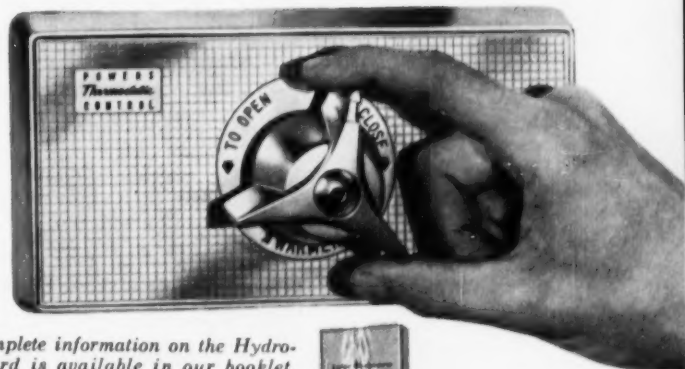
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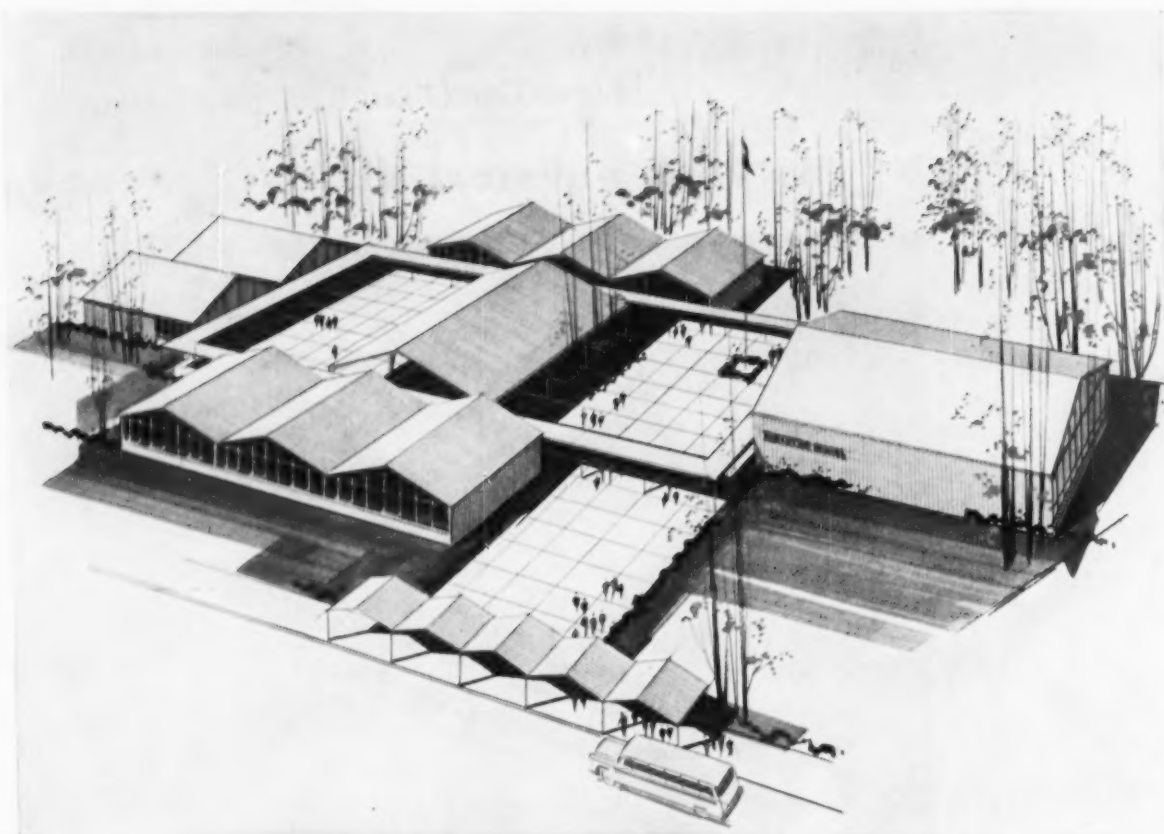


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E

THE OHIO STORY

W. A. SHANNON

Executive Secretary N.S.B.A.

A complete report of the 1957 N.S.B.A. Convention will be found on page 68.

Last November, it was the writer's privilege to attend the first annual convention of the recently created Ohio School Boards Association—a notable event, following years of anticipation and preparation.

Many readers of the JOURNAL know that, lacking legal sanction for the state association, the school boards of Ohio developed five regional Associations between 1950 and 1955 with the co-operation and assistance of state universities.

Bills to legalize a state school boards association were prepared and introduced in the 1951 and 1953 legislatures, but, due to opposition, failed. In 1955 by concerted action among the regional associations, a law was enacted and signed by the governor authorizing a state school boards association and empowering local boards to use public money for its support.

Within 18 months after signing the bill into law, the association had a budget of \$48,000, a full-time executive secretary and two assistants, began the publication of a monthly journal, and held a convention with more than 100 exhibits and attended by 2500 board members and superintendents.

During the past four years, the progress made by the state of Ohio in its education program has been exceptional. For those state leaders who have not yet raised their sights to an improved program of education at the state level, we hope this story presents a challenge.

The Ohio School Survey

One of the early state-wide surveys was made in Ohio in 1913 as a result of action by the general assembly. The report led to a major revision of the school laws of the state. Forty years later, in 1953, the general assembly again decided that a thorough appraisal of the schools of the state was in order. Excerpts from the act by which this decision was expressed follow:

There is hereby created an Ohio School Survey Committee consisting of four members of the senate appointed by the president pro tempore; four members of the house of representatives appointed by the speaker thereof; and three members appointed by the governor who are bona fide residents of the state of Ohio and possess the qualities of character and experience to serve effectively.

The duties of the Ohio school survey com-

mittee shall be to conduct a comprehensive study of the school foundation program and all laws pertaining or relating to public school education in Ohio and to make recommendations to meet such needs as the study shows to exist.

Major Recommendations

There were 106 recommendations made by the Survey Committee. The most important were:

(1) The state board of education should consist of nine members, one elected from each court of appeals district. Terms should be for a period of six years and staggered.

(2) The authority given the state board of education should be clearly defined by law. The superintendent of public instruction should be the executive officer of the state board of education serving at its pleasure.

(3) The legal powers and duties of the county superintendent of schools should be clarified, and the county board of education adequately financed.

(4) All school districts should operate 12 grades of school by July 1, 1959.

EDUCATIONAL PROGRESS

We are reading the first verse of the first chapter of a book whose pages are infinite — UNKNOWN

Education is a state function. Basically the Legislature is the school board within the bounds of each state. However, the precedent has been established for the General Assembly to provide the broad framework within which the state board of education and local school boards operate.

The 53,000 local school boards must accept the responsibility of leadership for improving the public schools or our children's education will suffer from lack of community interest and financial support.

When the people of local communities recognize the needs to improve the educational program within the state, and organize themselves with able leadership, progress is made.

Accomplishments of our great system of public education are evident on every hand, but the work that lies ahead is never ending. — W. A. S.

(5) No new high school should be established unless it will have an enrollment of at least 240 pupils.

(6) Permissive legislation should be enacted to permit boards of education to pay dues to school board associations.

(7) The state's share of the foundation program should be increased.

(8) Boards of education should consider adopting salary schedules which will reward outstanding achievement as well as college training and experience.

Development of the State Board

The board as finally constituted, is composed of 23 elected members, one from each of the state's 23 congressional districts. Organized for the first time in January, 1956, all of the board's members are laymen. Formation of the board represented a milestone of achievement for the forces of public education in Ohio, which had been seeking establishment of such a board for at least a quarter of a century.

Creation of the state board of education was but one of several recent major educational achievements in Ohio. The 100th General Assembly in 1955 created an entirely new foundation program for Ohio schools based upon findings of the school survey. This new financial plan went into operation in October, 1956. The people of Ohio in 1955 voted a bond issue of \$150 million for mental institutions, other state buildings, state universities, and public schools. The bond issue, a constitutional amendment proposed by the legislature, provided that public school buildings were to be sold or leased to school districts. Implementing legislation will be adopted by the general assembly in session during 1957.

These several developments for the improvement of education have directly involved the new state board of education. Since its formation, the board has found it necessary to seek to obtain \$100,000 from the legislature to make a complete survey of school building needs. It has made grants of building aid totaling almost \$10 million to needy school districts. New elementary school standards have been adopted. Criteria have been established for permanent school centers.

Prior to the start of the operation of the new foundation program, the board found it necessary to work out scores of policies and regulations to govern the administration of the new finance program.

State Superintendent

One of the most important responsibilities of the state board spelled out in the constitutional amendment which created it, was the selection of a state superintendent of public instruction.

The board early in 1956 drew up the requirements for the kind of employee it wanted for the job and then spent almost a year finding that man. On November 13 the Board announced that the position had been offered to Dr. Harold S. Vincent, superintendent of Milwaukee schools and a former administrator of the Canton, Ohio, system. The board, after making plans for greatly expanded services, has requested for the department a biennial appropriation which is double that of the previous bi-

ennium. Robert A. Manchester, Youngstown attorney, is serving as the first president of the state board.

How the Ohio Boards Association Developed

In 1950, boards of education in the southeastern portion of the state met for conferences at Ohio University at Athens. Dr. Fred McKelvey, Professor of Education there, worked with the school boards on planning these conferences and the Southeastern Ohio School Boards Association was formed. During the next two years, regional associations were organized in the northwestern, southwestern, and northeastern regions. Co-operating with the school boards in this effort were Dr.

John E. Gee of Bowling Green University, Dr. H. I. Von Haden at Miami University, and Dr. Roger Shaw of Kent University. By the fall of 1952, these four regional associations were active in holding school board conferences, publishing and distributing regional newsletters, and in studying the educational problems of the state.

During the year 1954, efforts were made to increase and co-ordinate the activities of the four regional associations. The Council of Ohio Regional School Boards Associations was formed including regional officers and the executive secretaries. During the year efforts were made to bring about the organization of a central regional association. The state council, acting on an informal basis, met on many occasions to work on a draft of a bill to be introduced in the 1955 session of the general assembly. Much encouragement and some financial assistance was given to this effort through the school community development study under the direction of Dr. John A. Ramseyer of Ohio State University. With the active support of the state school survey committee, the general assembly enacted into law without any opposing vote S.B. 140 now Section 3313.87 of the Ohio Revised Code which permitted local boards of education to pay dues to a school boards association.

During 1955 the Central Regional group became formally organized and active. K. C. DeGood, then a graduate student at Ohio State University, served as executive secretary. With five active regional associations and a law which legalized the payment of dues to a state association, the stage was set for the formal organization on a state-wide basis.

On December 4, 1955, a constitutional convention was held at Ohio State University. 300 school board members from 125 school districts met and adopted the first constitution and bylaws.

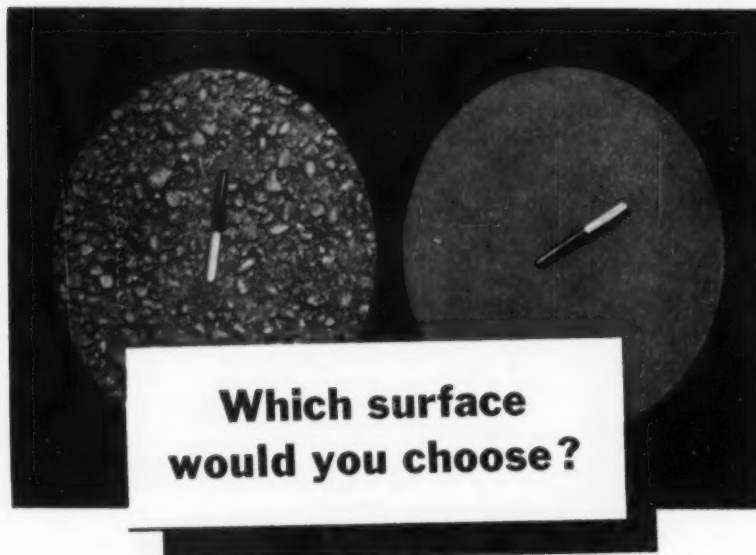
Presiding over the meeting was Jack A. Stewart, who had been serving as chairman of interim council of regional associations. The nominating committee presented the following officers who were duly elected: Jack A. Stewart, Bedford, president; Don R. Clippinger, Athens, first vice-president; and Wilbur Neff, Miamisburg, second vice-president.

Following the December 3, 1955, meeting, a screening committee of the executive committee began the task of selecting an executive secretary of the Association. On January 13, 1956, Dr. Lewis E. Harris was chosen for this important position and the State Headquarters Office was established at 3752 North High Street, Columbus.

SCHOOL BOARD INSTITUTE

The 1957 Central New York School Board Institute, which opened on the Syracuse University campus, January 31, and which will hold monthly meetings through April, is helping board members and school administrators find answers to such questions as "How Can School Boards Gain Public Support for their Long-Range Planning?" and "What Is a Good Educational Program for the Junior High School?"

Started in 1953, the Institute is sponsored by the School of Education at Syracuse University in co-operation with the New York State School Boards Association.



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Above:

Hyde Park School, Waukegan, Illinois.
Architect, Ganster & Hannighausen,
Waukegan. Photo by Bill Hedrich,
Hedrich-Blessing, Chicago.



Below:

Commercial High School,
North Chicago, Ill.
Architect, Warren S. Holmes Co.,
Lansing, Mich. Photo by Hube Henry,
Hedrich-Blessing, Chicago.

PLAY SAFE

with your school dollars
...with your pupils



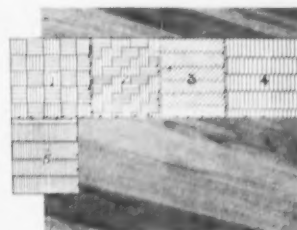
NORTHERN HARD MAPLE

Surely one may accept as valid the earnest advice of coaches and physical education authorities, regarding gymnasium and multi-purpose floors. That's why we polled hundreds of them. Practically unanimously, they said: "Maple, by all means!" Their reasons? Maple is *resilient*—has a "live" rather than "dead" feel underfoot. It is *bright, scuff-resistant, splinter-free*. Painted court lines contrast clearly, greatly aiding players' *peripheral vision*. Its tight grain repels dirt; smoothness minimizes floor-burns and infections. "Shin splints" (bane of trainers!) are far fewer. And—MAPLE ENDURES! With simple maintenance it will outlast the building, since "there's always a new floor underneath." The **MFMA** mill mark guarantees dimension, grade, seasoning, species. Specify it confidently.

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Kellogg High School, Kellogg, Idaho. Howard Andrews, Superintendent of Schools. Architects: Culler, Gale, Martell & Norrie, Spokane, Washington, and Perkins & Will, Chicago and White Plains, New York. Mechanical engineers: Lyle, Marque & Associates, Spokane. Heating and ventilating contractor: Detweiler Brothers, Inc., Twin Falls, Idaho.



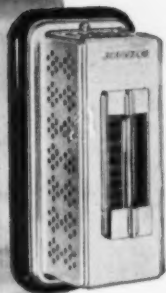
Step through any door to comfort! No matter what the activity—work, play or study—a Johnson Thermostat on the wall of each room keeps temperatures uniformly comfortable. Fast thermostat response prevents overheating, eliminates heat waste.



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Corridor runs along the wall, is separated from open classrooms only by free-floating locker units. Heat output of wall fin radiation along the corridor is automatically matched to outdoor temperatures to save fuel and insure comfort.



CREATIVE SCHOOL PLANNING and *Johnson Pneumatic Control*

Despite such problems as a site in a narrow gulch, with mountains on three sides and a flowing stream passing through it, planners of the new Kellogg High School developed one of the most spectacular school designs of the year. Skilled creative planning, based, obviously, on the unique local conditions encountered, is evident in every detail of this impressive building.

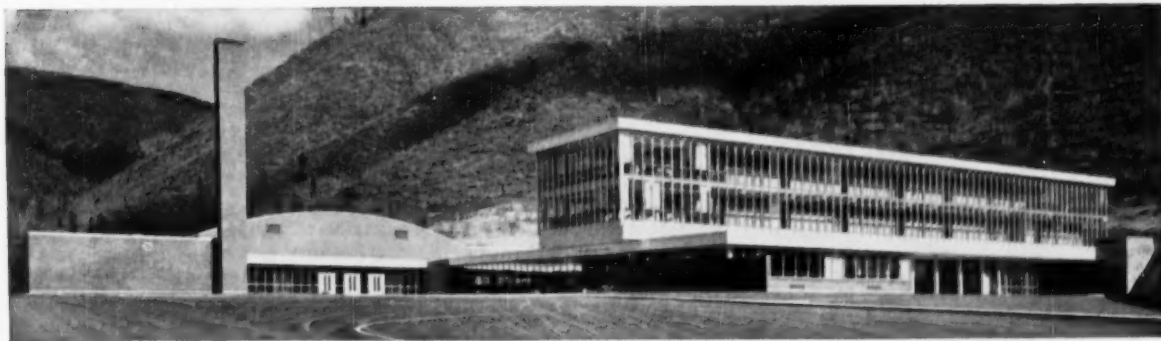
Johnson follows this same successful principle in solving the temperature regulation problems of today's schools. *Each Johnson Control System is designed and installed to meet the exact needs of the individual building, its occupants and its particular heating and ventilating equipment.* That's the only approach that consistently produces control systems that perform fully up to your expectations.

Why don't you take advantage of Johnson experience and creative planning to help solve your temperature control problems? The specialist Johnson organization originated the idea of automatic temperature control systems for schools and has planned and installed more school control systems than any other maker. Johnson also maintains a nationwide service organization that is unmatched in the industry. An engineer from a nearby branch office will gladly demonstrate how the many comfort and money-saving advantages of Johnson Control can be applied to any new or existing building, regardless of its size. Johnson Service Company, Milwaukee 1, Wisconsin. Direct Branch Offices in Principal Cities.

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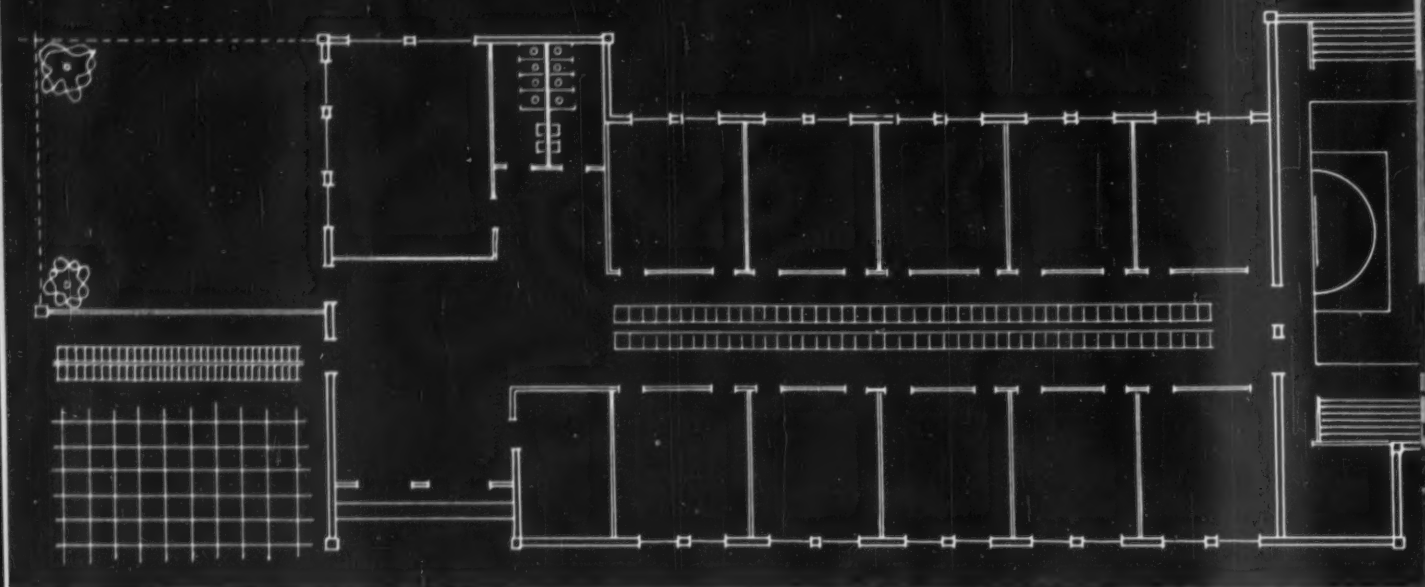
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The three-element structure consists of a two-story classroom wing above a single-story administration-library wing and a third element for the gymnasium, cafeteria, shop and music rooms. Heating and ventilating equipment includes unit ventilators, unit

heaters, wall fin radiation and central heating and ventilating units. The Johnson Pneumatic Control System insures room by room comfort despite differences in exposure, large glass areas and varied room usage and occupancy requirements.



Before completing your school plans... **check all the areas where Brunswick can serve you**

While your school is still in the blueprint stage . . . or earlier . . . is the time to review the complete Brunswick line. Call on Brunswick for the solution to virtually any problem involving seating, storage and space-saving. You'll find that nobody knows school equipment like Brunswick for no other manufacturer offers such a broad range of products.

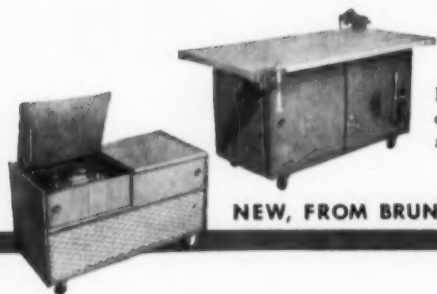
You'll find, too, that there is economy in the long run when you call on Brunswick.

Classroom seating and work surfaces, movable classroom cabinets, folding gym seating, folding partitions . . . the entire line . . . all are designed to make your school function more efficiently.

Your Brunswick representative is prepared to work with you right from the start.

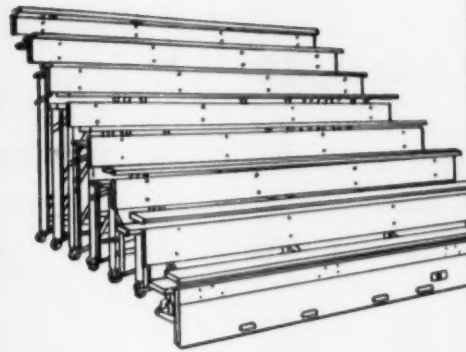
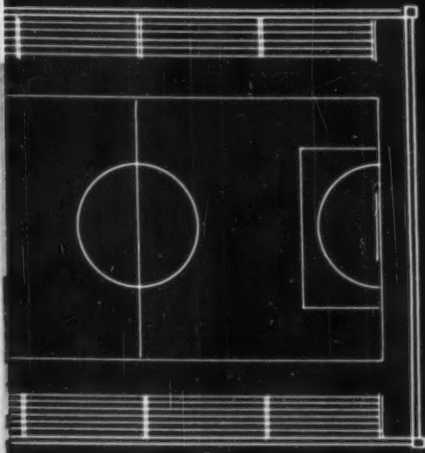
He can prove that nobody knows school equipment like Brunswick. He can prove that just *one* line continues to set the pace . . . Brunswick. Why not put him to work on your problems, today!

Brunswick service includes classroom layout as well as all detail work showing the installation of such equipment as folding gym seating and folding partitions. Be sure you take advantage of this when planning your new school.



New additions to the Brunswick line include these two special-purpose cabinets: an audio center and a movable workbench.

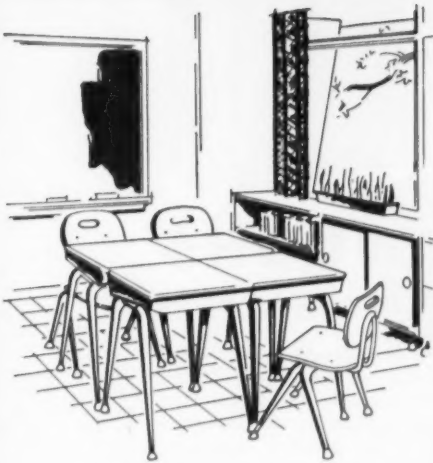
NEW, FROM BRUNSWICK



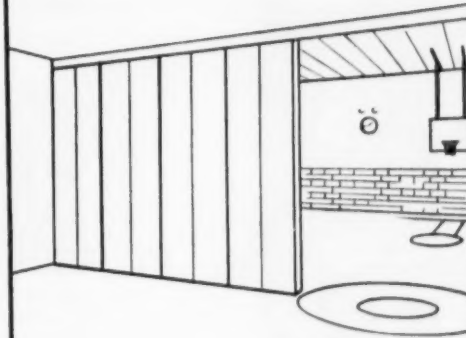
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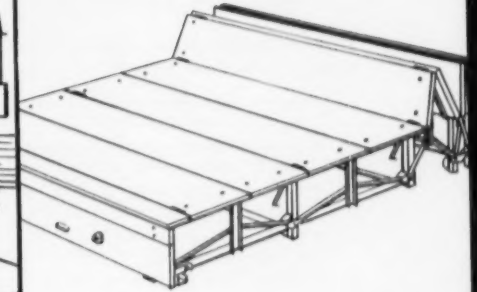
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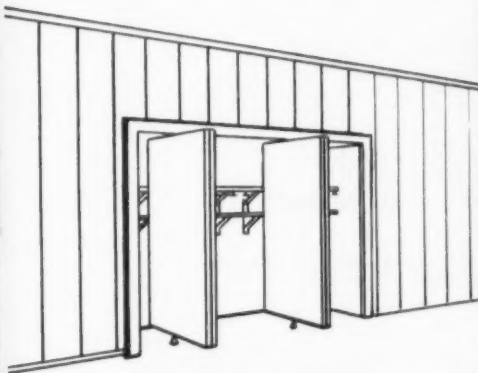
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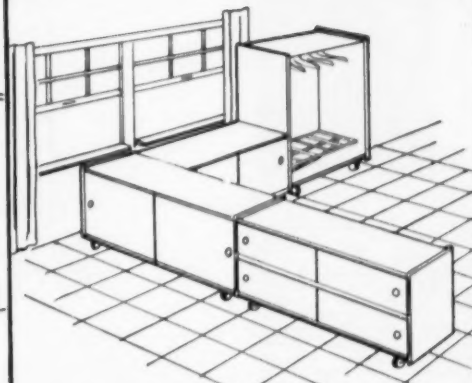
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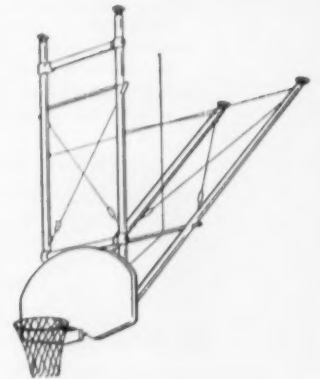
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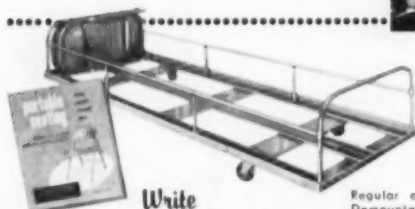
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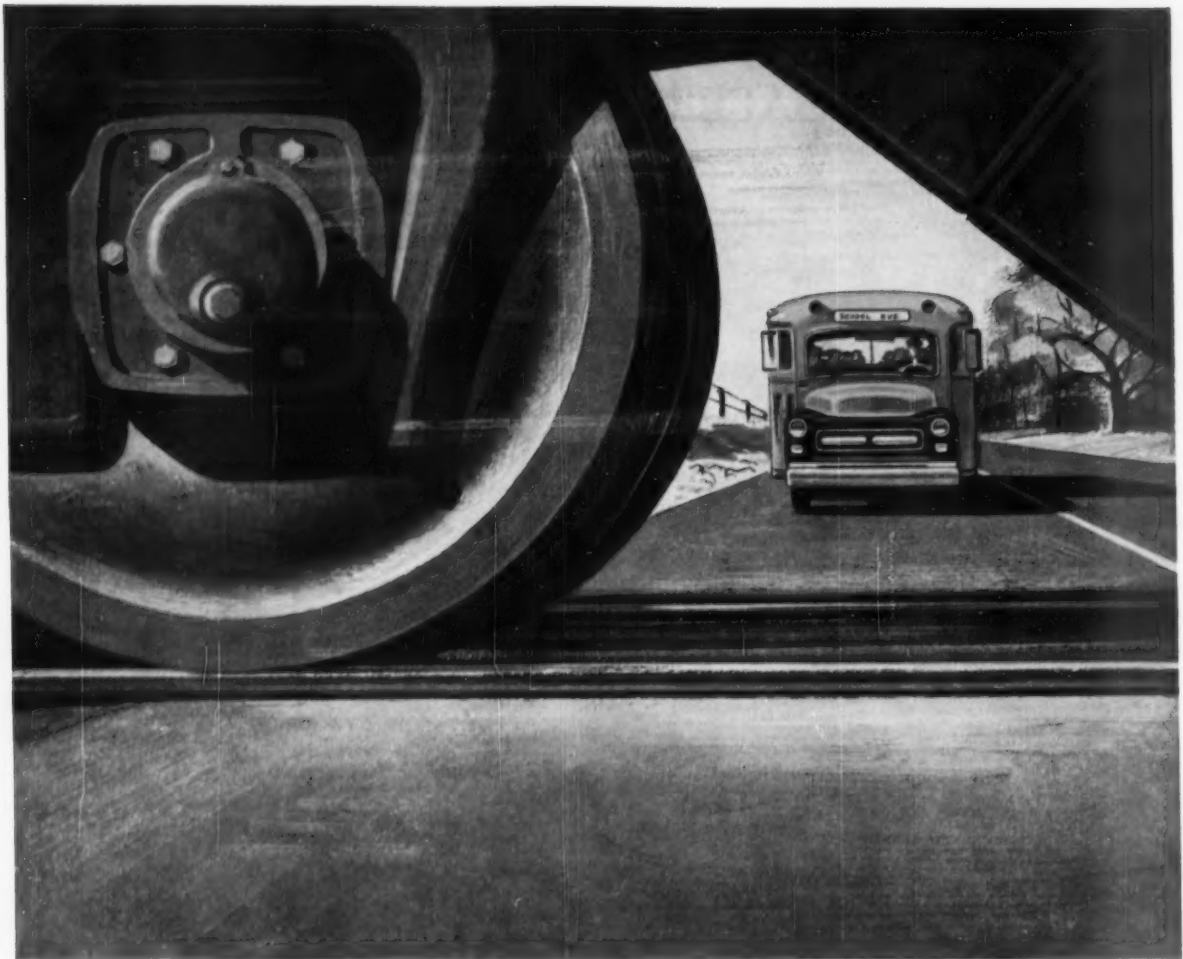
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School Evacuation Plans

JAMES M. RIDGWAY

Training Officer, FCDA Staff College, Battle Creek, Mich.

During the past years several school systems have held practice civil defense evacuations. A number contemplate such exercises and many more are getting their evacuation plans on paper. Much of this activity comes on the heels of the statement by Val Peterson, Federal Civil Defense Administrator, that the only possible reactions to nuclear attack are to "Dig, die, or get out." Evacuation is now a definite, positive, and official policy aimed at attaining a measure of protection and security for the vulnerable part of the American public.

Recent School Evacuations

While a number of school systems have held evacuation exercises of varying scope in the past year, the efforts at Mobile, Ala., and Atlanta and Savannah, Ga., are particularly noteworthy.¹

The Mobile exercise was held March 15, 1955, under the title of "Operations Kids" and witnessed the removal of 39,000 pupils by 6000 drivers using, in the main, private automobiles. It took the cars an average of only four minutes to arrive at the schools after the starting signal and an average of 18 minutes for the pupils to be loaded. Ninety per cent of the evacuees passed a point *ten miles* from an assumed target center 75 minutes after the start of the exercise. This time was attained in normal traffic, observing the usual stop lights and signs.

More efficient loading practices at

¹The writer acknowledges his debt and thanks to William Arthur Ross, Paul C. Miller, Howard D. Forbes, and Miss Janice Johnson of FCDA Staff College for their on-the-spot reports and evaluative ideas used in this section.

schools and adoption of one-way emergency traffic plans can materially speed the movement. An interesting administrative feature of the plan was the use of an insurance policy which covered each pupil during the actual hours of involvement at a rate the school system could easily bear.

On May 18, 1955, Atlanta had a partial evacuation of its school population. Seventeen schools evacuated over 8000 pupils in 1200 cars and buses 8 to 12 miles from the city in times ranging from 21 to 50 minutes. The average time was 32 minutes.

Savannah held its "Operation Box Car" on May 25, 1955. This was a pupil movement from schools to loading points in rail yards at which pupils could have been loaded into cars for removal from the city. The exercise stands as a fine example of a community with a difficult road network attempting to use all logical resources. In this exercise, 27 schools walked 19,000 pupils to the loading points. It took the first marcher four minutes to reach a loading point and the last 35 minutes. Most pupils were in the loading area within 20 minutes after receipt of warning.

The exercises described clearly indicate the possibility of moving large numbers of pupils quickly. In short, evacuation is practical so far as transportation goes. Certain problems, however, must be noted. First, there was an uneven distribution of cars among school districts. In Atlanta, for example, one school had 100 cars extra, while 70 pupils at another school had to be left behind for lack of cars. In the case of Mobile, uneven distribution of

cars necessitated the leaving behind of some 7000 pupils. Obviously, there must be an over-all plan which promotes distribution of private vehicles and supplements them where necessary with cars from a pool or group carriers.

Second, it was noted generally that school administrators who took the exercises seriously and went to the trouble to work out definite plans and to "brief" their pupils and teachers on them had more efficient groups in the operations. Need for efficient preparatory work was clearly indicated.

One may wonder why such emphasis is placed upon speed and why more stress is not given to moving schools in convoys so they can re-establish themselves outside the danger areas. The remainder of the article will be devoted to these matters and to a consideration of current FCDA evacuation policy for the evacuation of school children.

FCDA Planning Assumptions

Present concepts of evacuation are based on the two common sense assumptions that distance from probable target areas increases chances for the survival of masses of people, and that the warning time will be sufficient to permit masses of people to travel some distance from the danger areas. As stated in an earlier article,² there can be no quibbling on the point that the surest way to safety from nuclear attack is to be where the bomb is not.

While warning networks are being improved, warning time must be considered a variable. It is made a variable by the speed of attacking forces, dis-

²James M. Ridgway, "The Schools and Civil Defense Evacuation," *AMERICAN SCHOOL BOARD JOURNAL*, CXX (Apr., 1955), 28.

tance of a given location from sources of attack, and efficiency of intelligence and communication systems in weighing and transmitting warning information. Currently, it is held that any American city may expect in the neighborhood of an hour's warning of an air attack if all goes well. Cities in the interior might reasonably hope for somewhat longer. Even the shortest warning cannot be guaranteed.³

As planes or guided missiles achieve higher speeds, warning times will probably decline. Some students of civil defense believe that when an intercontinental ballistic missile can be used against the United States, evacuation will cease to be a protective policy. This point of view fails to utilize the possibility that such weapons, in the name of military economy, will be aimed at significant targets and that the assumption that distance from them saves lives will be just as valid then as now. One implication of the successful development of such a weapon is that evacuation, particularly of dependent groups, will have to be carried out before an enemy strikes. To put the implication another way, foreseeable changes in weapons in the immediate future do not obviate the need for evacuation and a school administrator may work on evacuation plans without feeling that in a week, a month, or a year the whole idea of evacuation may be called off. Evacuation will always be a possible means of protection regardless of the methods of attack. It seems that timing of the plan may be changed and the size of reception areas many expand or contract, but the fact remains a child is safest if he is far away from the scene of blast.

Types of Evacuation

The FCDA currently sees evacuation as being of three types:

1. *Strategic*—movement of dependent and/or non-essential people away from a target area during a period of international tension, but before any official warning of enemy action is given.
2. *Tactical*—mass evacuation of people from target areas after receipt of warning of enemy action, if time permits.
3. *Remedial*—possible removal of non-essential people from an area after an attack.⁴

At present, the chief emphasis appears to be placed by the FCDA upon *tactical* evacuation. It should be noted, however, that essential differences between strategic and tactical evacuation are the simple ones of timing and the necessity for a particular type of movement. Another essential difference be-

tween tactical and strategic evacuation is the classification of the population into essential and non-essential categories. The FCDA does not now have the responsibility of making such a population classification and, considering the ramifications of the point in terms of war production and manpower policy, one suspects that many agencies in the Federal Government will have a hand in making such a classification. It seems logical and desirable that at least some knowledge be available on this point before evacuation planning goes far. Without it, the danger is created of having to revamp laboriously created and intricate movement plans under emergency conditions. Without at least guide lines on man power, a major factor in the evacuation problem is missing.

Tactical Evacuation Operations

Decision on whether or not to evacuate a city on receipt of warning now rests, in most states, with local authorities, the mayor, or the local civil defense director as his representative.⁵ While, at first lay glance, tactical evacuation may look like a doubtful proposition, good planning and public education on the matter can save thousands of lives. It must be kept in mind that the objective of tactical evacuation is to move a mass of people in a limited time and that the life saving begins the moment people begin to move outward from the target. To achieve this end, the following stand as operating principles:

1. Planning makes the difference between orderly movement and mass flight.
2. The full movement capacity of a city and its surrounding area must be used. Under this heading routes leading out must be one way and *there can be no cross traffic* on major escape routes.
3. Each individual must look to his own safety and start moving out immediately from wherever he happens to be when the warning sounds.
4. Assembly (holding) and reception areas must be planned for all escape routes.
5. Evacuation should be voluntary, but once begun should be carried to completion, unless interrupted by an official "take cover" signal.

As hard-boiled as these principles may sound, their application will help save lives and are essential to dealing with traffic movement in a crucial, crash situation.

Schools and Tactical Evacuation

There is not much value in speculating whether or not warning will be received during school hours or outside of them. Under tactical evacuation it seems proper for school administrators

to hope for the latter. In such a case, most children would evacuate from their homes as parts of family units. Members of school staffs could take care of themselves with no immediate responsibilities for school children.

Diverse local circumstances prevent making a detailed statement on what staff members should do on reaching a reception area. Two logical suggestions present themselves. First, if reception areas are known in advance, school systems can designate rendezvous points in them in terms of the escape routes staff members are likely to take. Second, staff members may be instructed to report to the nearest school superintendent in the reception area for assignment or information as to where their professional talents can be best used in the emergency.

If notice for evacuation comes during school hours, action must be prompt and efficient. Questions immediately arise. Should children be sent home? Should parents drive to school buildings to pick up their children? If schools are to transport thousands of children in a hurry, where do they get the "wheels?" Can classes or schools be kept together? Should teachers be evacuated with pupils?

General answers to the above questions can be given in terms of the tactical evacuation situation. It appears that specific answers must be worked out locally, school by school, in terms of transportation readily available in a given district and in terms of the location of each specific school building and district boundary lines in relation to escape routes. It must be recalled that the over-all objective of tactical evacuation is to move a large number of people to safety in a period of time measured in minutes.

It must be recognized that sending children home from school is a gamble. Not only does the move eat up precious time for both child and parent, but also, in many cases, there is no guarantee that an adult will be at home on a given day to evacuate the child. While in a school district where mothers habitually stay at home with a car available to them, it may be theoretically possible to send older, quick moving pupils, who live near the school, home. *In no case should a pupil be dispatched across an escape route.* Such a move might well result in traffic casualties, and would stop or slow traffic to the extent that, in case of attack, thousands of people would be needlessly injured or killed. Planning for evacuation will be simplified if it is assumed at the outset children will not be sent home, but will be evacuated from their school buildings.

Should parents drive to school buildings to pick up children? Such a move

³FCDA, *Civil Defense Technical Bulletin* 27-1, February, 1955, Evacuation of Civil Populations in Civil Defense Emergencies," p. 1.

⁴*Ibid.*

⁵FCDA, *Advisory Bulletin* 158, January 18, 1954. "Forecast of Policy with Respect to Early Warning of Air Attack and Dispersal of Populations," pp. 3-4.

may be one means to secure needed transportation. Certain important considerations must, however, be noted. First, there can be no cross traffic on escape routes. A parent separated from the school by an escape route should not consider driving to the school on announcement to evacuate. Parents who can drive to the school by using emergency traffic movement patterns might be utilized.

Second, in tactical evacuation, time is of the essence. The practical import of this point is that a parent who does drive her car to a school should not necessarily expect to transport her own child. Time does not appear, in most cases, to permit a leisurely matching of child, his immediate chums, and family car. However, every effort should be made to evacuate by school classes, and local school traffic plans may permit a parent's car to be assigned to the room in which her child is enrolled. It must be remembered that the objective is to move as many children as possible to safe areas as quickly as possible. Consequently, cars should be loaded fully as soon as they arrive and be dispatched immediately to join the traffic stream in the nearest escape routes.

Private transportation is probably inadequate for the complete tactical evacuation of all children in most school districts. After estimating as accurately as possible the number of pupils who may be evacuated in private cars, school authorities must begin a search for the remaining needed facilities. The resources sought must be close to the school in terms of location, availability, and time. If a city has an effective civil defense organization, it may be possible for a superintendent to inform the transportation section of the organization of the number needing transportation and let this service come up with the needed "wheels." Such a course of action is desirable because it permits an effective transportation office to get maximum service out of the equipment available to it. Such a course also eliminates the danger of two organizations planning to use, or competing for, the same resources.

However, if the transportation service of the civil defense organization checks the problem back to the schools, they should move to secure the needed equipment. Again local circumstances must provide specific answers. Can rail or water facilities be used to accommodate large groups? Are truck or bus garages or pools located in the district? Do large numbers of taxis or buses circulate in the district? Can school or city buses be better located at slack hours to serve in an evacuation? Are large used-car lots nearby? Are parking lots near? Can the school children walk to what



A recent meeting of education administrators and FCDA officials in Battle Creek, Mich., considered the problem of caring for school children during the critical hours immediately following nuclear attack. Included in the program was a demonstration of modern civil defense equipment, such as the radiological monitoring "survey meter" shown above to (from left to right) Frederick J. Gathercole, superintendent of schools, Saskatoon, Canada; H. G. Trout, director of field services, Saskatchewan Teachers' Federation, and (far right) Salvador Baiges, general supervisor of education, Puerto Rico.

some civil defense officials call a "loading perimeter" where, in theory, transportation may be provided to waiting pedestrians?

Traffic movement is but one phase of tactical evacuation. What may be sundered in the movement phase may be reassembled in reception areas. Escape routes lead to definite locations, and, it appears perfectly possible and plausible to reassemble classes and schools in reception areas. Such action, however, requires careful planning, advanced instructions to drivers and traffic control officers, and possibly a system for the rapid identification of vehicles. Better information on these points may be available upon the completion of the survival studies now being conducted under a \$10,000 grant made to the FCDA by Congress.

What about the school staff in tactical evacuation? Some of the teachers should load their cars with pupils and depart. Such cars might be reserved for exceptional children who require expert adult handling. Pedestrians on the staff should probably get into cars at intervals as their classes are loaded so that a number of teachers will be available to the pupils in assembly and reception areas. Volunteers should stay at each loading point around a building until every child has been dispatched, and then catch a ride themselves. Volunteers are called for because, in case of attack, they have less chance for survival than people who have moved out before them.

The Most Dangerous Time

One other set of circumstances must be discussed. What should be done if

the signal to evacuate comes while pupils are on their way to or from school? This is, indeed, a most dangerous time. Home and school must work closely together on this point. Generally speaking, the child should go to the institution that is nearest to him—time, traffic, and terrain considered. Small children should probably be shown a conspicuous landmark and be told that if the siren blows, they should go on to school if they have passed the mark or return home if they have not. Such directions, of course, will have to be reversed in the case of the trip from school to home. The essential matter is that each child be given a definite plan of action which will move him toward safety without jeopardizing the safety of others.

Any project that entails the contacting, informing, and movement of masses of people looks difficult to the point of impossibility at the outset. However, breaking the problem into subproblems tends to make it more manageable. The concept of mass evacuation is new in the United States, and it will have to be thought through and experimented with until definite plans take shape. In a total war the space available in the United States offers protection. The nation has enough transportation of various kinds to permit the entire population to ride—at the same time. The problems of evacuation relate to distribution of these facilities, timing, traffic control, and the public will to stay alive and to use the plan. The practice evacuations held to date indicate it is possible and reasonable to move masses of people in a short time.

Who Speaks the Boardman's Language?

RICHARD O. CARLSON

Assistant Professor of Educational Administration
University of California, Berkeley

The question of unit or dual executive control of a school system presents an exceedingly interesting phenomenon. This is true because we have and we have not solved the issue. That is, the problem has been solved on the formal, theoretical level, but the problem has not been solved on the informal practical level. The attention given here to the problem of dual or unit executive control will not follow the well-worn path of a discussion of the pros and cons of the two types of executive control but will be couched in terms of formal and informal organizational structure and conflict within an organization.

In order to catch the tone of this conflicting situation and to provide a framework for an exploration of it, attention must be briefly given to the development of the relationship between the business manager of schools and the superintendent. The struggle over the implementation of the concept of unit executive control (one executive officer responsible to a board and charged with all aspects of an educational system) rather than dual executive control (two executive officers responsible to a board, normally one executive in charge of instruction and one in charge of business affairs) of a school system must be understood for the sentiments of the parties involved are of great importance. Elements of this struggle are present in historical studies dealing with the problems and issues of the early superintendents of city schools in America as well as Canada.¹ The status of the issue at the close of the nineteenth century is brought in focus by Reller, who, after an intensive study of the superintendency and business administration of schools concluded:

Among educators there was an almost unanimous agreement that administration should be separated into two great independent departments, one in charge of business and the other of instruction. Toward the

close of the century the superintendent was not so likely to develop into the chief executive officer, as was the business manager.²

The sentiments of superintendents soon changed and shortly thereafter business managers were fighting for an equal position in the executive control of the school systems. William Dick, an early president of the National Association of School Business Officials, demonstrates the bitterness of this struggle in the following excerpt from a speech delivered at a convention of the above mentioned group.

The topic "School Administration," assigned to me, has been a much-mooted question for some time past. Whatever there is of discussion has been, and is brought about by the school superintendents the country over. At the instance of these worthy officials . . . commissions, survey committees and bodies of men under various titles, have been formed for the purpose of investigating conditions, and recommending improvements to the Boards of Control or Boards of Education in charge of the fields surveyed.

Since as a rule the majority membership of these commissions is educators, the report in every case is the same, in favor of an absolute control of the school system by the Superintendent of Schools. . . .

Are these suggestions born of a desire for the real good of the school system, or simply from presumptuous wish for a non-controlled control centered in a single individual? Are we to have a democracy or an autocracy as the dominant force in a school system?³

After these opening remarks, Dick went on to state his case for dual executive control and then capped his appeal by implying that superintendents of schools are not too trustworthy and stating that the pedestal of the average superintendent is not very lofty.

Writers in educational administration today agree that unit executive control is a necessity and that dual control is the hard way to run a school system. These comments are somewhat typical of the present thinking:

The basic consideration in this whole matter lies in the character of the school enter-

prise . . . schools exist primarily to give instruction. All business activity is secondary to, not coordinate with, the instructional function. The chief executive who understands the instructional function must therefore, be finally responsible for the business function.⁴

In effect a formal solution to the struggle has been reached, for the theorists, as represented by college professors who turn out the standard works in educational administration, and the practicing administrators⁵ agree on unit executive control.

Having made clear the current position regarding the issue, one might ask if this formal organization or blueprint answer has really solved the conflict, or one might ask as the sociologist would: "How do things really work?" Who speaks the school boardman's language? In enough instances to cause concern, the nod must be given to the business manager. Often it can be seen that even with unit executive control the business manager is the real superintendent: the man the board is responsive to, the man who initiates action in the board, the man the board can communicate with and best understand.

It must be recognized that the consequences of this fact have direct bearing on educational policy making, the function of the board; and similarly, it is clear that the consequences can be devastating from many educational and administrative points of view. However, these problems cannot be centered on here for our purpose is to probe into why a specific issue, apparently settled by an organization chart or blueprint, remains unsolved in the informal structure of the organization.

The Business Manager's Edge

There are several situational factors that seem to give the business manager an edge over the superintendent in speaking the school boardman's lan-

¹John T. Wahlquist and others, *The Administration of Public Education* (New York: The Ronald Press, 1952), p. 110.

²Surveys indicate that 91 per cent of the larger cities employ the unit plan in the school systems. Educational Research Service, *Status of Unit and Multiple Executive Plans in 331 City School Systems in Cities 30,000 and Over in Population*, Circular No. 6 (Washington, D. C.: American Association of School Administrators, August, 1951), 23 pp.

³Theodore L. Reller, *The Development of the City Superintendency of Schools in the United States* (Philadelphia: The Author, 1935), 399 pp.; and Robert B. Howsam, "The City Superintendent of Schools in Canada," (unpublished Doctor's dissertation, University of California, Berkeley, 1956), 341 pp.

⁴Reller, *op. cit.*, p. 281.

⁵*Report of the Seventh Annual Meeting of the National Association of School Accounting and Business Officials* (Rochester, N. Y.: The Association, 1918), p. 7.

guage. It might be hypothesized that, in a given situation, the greater the influence of these factors the greater the possibility that the business manager rather than the superintendent speaks the school boardman's language.

First among these factors is the training of school board members. To bring to light this factor one must call to mind the data of the some one hundred studies dealing with the composition of school boards. Generally, the empirical findings have been that by far the majority of school board members are business and professional men. Of singular importance here are the conclusions reached by Beck as he examined the "Unsuitable Habits of Mind" of businessmen when they have a directing hand in the operation of educational institutions.

It seems quite reasonable that the training and experience of many school board members have predisposed them to look at their functions with a jaundiced eye. The data on the backgrounds of school board members underline their logical orientation to a financial outlook. As one banker board member put it: "In most school matters my interpretation is financial." This orientation, of course, implies that the business manager, not the superintendent, speaks the school boardman's language.

Second, one needs to reflect on the observable and logical reasons for the existence of boards of education in American society. Two reasons seem paramount: (1) to provide a link between the public educational institutions and the public, and (2) to set up a responsible body to check on and control the expenditure of public funds. One might argue with the tone of the second purpose by saying that boards of education are to see that sufficient funds are spent for education rather than controlling funds. However, the observable behavior of many boards would not support the argument. Again, these factors tend to give strength to the position of the business manager, for the purpose of boards, in this light, might be basically thought of as listening to the business manager.

Third, one must bring to focus the stability and mobility factors tied with the positions of superintendent and business manager. Certainly it is pain-

fully apparent that a superintendent of schools belongs to a highly mobile group. That superintendents move frequently and occupy many superintendency positions is clear.⁶ On the other hand, business managers tend to be more stable in their positions, often retaining the same position through the coming and going of several superintendents. Thus, the man occupying the position of business manager has the opportunity to become a figure in the structure of the community⁷ and he has the important opportunity to become known as Jack Fletcher who happens to be the business manager of schools while the superintendent seems to be doomed to the status of a "stranger" and is often recognized and thought of as the superintendent of schools who happens to be Paul Evans. Clearly then, this situation hinders the superintendent in speaking the school boardman's language.

Fourth, in considering this phenomenon, is the interesting concept that society acts in such a way as to protect itself from its institutions. As Hughes, a prominent sociologist, explained it:

The hypothesis might even occur to him (a person who has studied the social composition of school boards and found that, in many measures from the standpoint of many educators, board members are not the best qualified or most desirable persons for the positions, and has also studied religious boards of control and found that church wardens, for example, are not often the most ardent pious parishioners) that one of the functions of religious and educational institutions is to keep religion and education within the bounds of cost, intensity and kind that the com-

munity . . . can stand and will support. I expect that it is characteristic of human societies almost anywhere that they want education, religion, and patriotism quite honestly, but that in ordinary times they don't want to be plagued to death by them, and that they will invent devices to keep in check the very people they hire to give them these valued things.⁸

The implication in this context is that society protects itself by placing people on school boards who best understand the language of the school business manager rather than the superintendent.

Implications for Action

The exploration of the factors giving the business manager the edge over the superintendent in speaking the school boardman's language provides several directives for action aimed at altering the situation that will be briefly stated here. These directives bear upon the domains of both superintendents and school board members, and the relationship between them.

One directive is that of considering the mobility factor in the office of superintendent. The tenure status of many superintendents is that they live from spring to spring, that is, they are hired and fired somewhat at will by the board. (This thought is independent of the fact that many superintendents resign after a short tenure for financial reasons.) Rarely does a superintendent have a contract that exceeds a few years. In order for a man in the office of superintendent of schools to fit into the community and learn to communicate with the staff and the board he must hold his position longer than is now the usual case. Thus, one direction might be found in a re-examination of the tenure of superintendents.

An allied directive involves the question: Must the superintendent always be the one to go? Practice seems to indicate so. It is usual for a board to seek diligently and pick carefully a superintendent. Then, oftentimes, the pattern seems to be to watch him get into trouble, release him, and start the process over, little the wiser from the experience. Surely it is recognized that some superintendents are in almost impossible situations and that the

⁶Waller's volume, *A Sociology of Teaching* (New York: John Wiley and Sons, Inc., 1932), 467 pp. gives a vivid and accurate accounting, in chapter VIII, of the life history of the typical superintendent in a community as it is repeated over and over again. Also, the reader might refer to Willard B. Spaulding, "Turnover in Large School Superintendencies," *AMERICAN SCHOOL BOARD JOURNAL*, 115:30-31, Dec., 1947; Theodore L. Reller, "Educational Leadership: A Historical View," *AMERICAN SCHOOL BOARD JOURNAL*, 88:15-17, May, 1934; H. M. Barr, "Should Superintendents Be Gypsies?" *AMERICAN SCHOOL BOARD JOURNAL*, 122:33-37, Feb., 1951; and Robert Clark, "The Mobility of Public School Administrators," *School and Society*, 36:506-8, Oct., 1932 for data bearing on mobility of school superintendents.

⁷Until recently, studies have only hinted that a person's length of residence in a community is related to his activities in community leadership. John B. Barnes in "Barriers to Community Leadership for Teachers," *Phi Delta Kappan*, 38:59-61, Nov., 1956, however, has brought forward some real evidence to the effect that community leaders have lived in their community much longer than the average person in a mobile profession.

⁸Everett C. Hughes, "The Study of Institutions," *Social Forces*, 20:309, Mar., 1942.

WHO SPEAKS THE BOARDMAN'S LANGUAGE? In spite of agreement in theory on unit executive control, the business manager in many cases is the man to whom the board is actually more responsive. To alter this situation, Dr. Carlson outlines certain directives that must be undertaken by board members and superintendents so that chief executives can come to speak the school boardman's language.

boards prefer to keep changing superintendents rather than question the releasing of other functionaries that may be at the root of the problem, or alter the method of operation of the board. Is it inevitably the superintendent's fault?

Further, a re-examination of the whole structure in which the superintendent functions is called for. Central in this re-examination is the framework for leadership. These and similar questions must be raised: Does the structure call for co-operative group decision making rather than one man decision making? Is leadership envisioned as energizing others rather than telling others? Is co-operative action involving the school board, superintendent, staff, and others indicated in the patterns of operation? Is the structure such that all burdens need not be placed on one executive? Does the superintendent have adequate, competent assistants? Do those in leadership positions have the ability and the opportunity to work effectively with people? Negative answers to these questions would strongly indicate that serious thought by the board and superintendent should be given to rebuilding the situation—rebuilding the framework for educational leadership.

In light of the purposes of boards and in light of the motives of society for selecting certain people for these positions, the superintendent must learn to better communicate in financial matters. It seems clear that many superintendents are neglectful in this area while concentrating their efforts on communication in other matters.

Similarly, the superintendent must strive to orient the board to the broader perspective of its task. While learning to communicate more skillfully in financial matters, the superintendent must constantly make the board aware that the school is not a business firm that should measure everything in terms of cost and profit. This is not to reject the wisdom of and the need for economy but to underscore the fact that the education of the children is the fundamental concern of the board and that all other matters should be dealt with in this light.

In addition, the board and the superintendent must consciously toil to define and clarify the roles, responsibilities, and functions of the superintendent, his assistants and the board, and after this has been worked out in a satisfactory manner the board members and the superintendent should work together to enforce these roles, responsibilities and functions toward the end of intelligent co-operative team action.

It is in these ways that the superintendent can come to speak the school boardman's language.

A School Board Member Suggests:

A Creed for School Administrators

I will listen.

I will think and try to originate ideas for the improvement of the school department.

I will keep an open mind.

I will suggest better methods for efficiency in the school administration.

I will apportion my time wisely.

I will delegate authority.

I will be fair in making recommendations for new appointments.

I will consider ability and qualifications, not personal preference, in recommending appointments for promotions.

I will foster advances in the educational program for the good of the children, not to add prestige to my name.

I will balance my judgment in educational areas.

I will balance my judgment in financial areas.

I will fulfill my responsibilities in all areas of my job, not giving more than necessary time and thought to those areas which I particularly like.

I will give due consideration to all members of the faculty regardless of my own personal likes and dislikes.

I will endeavor to engender respect and be approachable so that fear will have no place in my administration.

I will be patient, but firm, with individuals even when a situation is irritating.

I will be accessible to those of the public who request and or have reason to want to talk with me.

I will be pleasant, courteous, and respectful whether talking with educators or businessmen.

I will be co-operative with all people in the city administration regardless of their positions.

I will strive for pleasant relations with all the public, both individuals and groups.

I will be reasonable in my requests, giving consideration to the educational needs of the children and the burden of the taxpayer.

I will make no disparaging remarks about any of the school board members or the administrators.

I will let others in my administration voice their opinions, expressed in official meetings, and not discriminate against them if not in agreement with me.

I will request the school board to establish a policy on particular problems as they arise.

I will act as executive only after a policy has been established.

I will give all information and facts possible to help the school board reach intelligent decisions.

I will be open and above board with the school board members, and try not to force my will on them.

I will be dependable myself so that dependability can be demanded from my subordinates.

MRS. ELEANOR F. SLATER

Member, school board, Warwick, R. I.

HOW TO IMPROVE SCIENCE INSTRUCTION IN THE SCHOOLS?

On the following pages are two thoughts about the nation's technical manpower shortage: Mr. Irving's report on a survey of the education backgrounds of guidance personnel and Dr. Behnke's new approach to our basic science teaching program, especially regarding laboratory work.

Guidance and the Scientific Man-Power Shortage*

JAMES R. IRVING

Director of Technical Services, Scientific Apparatus Makers Association

The current and predicted shortages of scientists and engineers are today more than just an American problem.

Such shortages of professionally trained personnel could easily spell the difference between "civilization and catastrophe"—not only for our nation but the world as well.

Lest we forget, Dr. Dael Wolfe, former director of the Commission on Human Resources and Advanced Training, reminds us that, "The brains of its citizens constitute a nation's greatest asset.

"From the minds of men will come future works of art and literature, future advances in statesmanship, technology, and social organization, in short, all future progress. . . . The practical problem becomes one of devising the best means of mustering the talent which exists in the population."¹

The acuteness of the present situation facing the country is authoritatively shown by Dr. Robert Havighurst in the

recent Educational Policies Commission study, "Manpower and Education".

Commenting upon these statistics and other findings on our present and potential shortage of professionally trained people, the Commission cogently points out the following: "Unless boys and girls get a wiser and more realistic understanding of the reasons for the rapidly changing labor market, many of them can be expected to become baffled or cynical adults, and quite unready to adjust themselves to the employment conditions which will confront them in the 1970's. It will not be easy for teachers to help youth to look beyond the misleading immediacies of the extraordinary present. But to fail to do so would be to allow them and their country to suffer the serious consequences of their misconceptions."²

Since more than 50 per cent of all young people make tentative career decisions before leaving the nation's high schools, it becomes particularly significant that counseling, either as a part of classroom teaching or special counseling services within a school, have a salient bearing upon utilizing the nation's "number one resource"—American boys and girls of grade and high school age.

Yet, even in the face of a staggering deficit in the nation's potential professional man power, "substantial proportions of the ablest most successful high-school students do not go to college. For example, of those who ranked in the top fifth of their classes as high school graduates, only 53 per cent continued their education in college."³

While this particular study is aimed at learning more about possible potential or contributing causes to the nation's professional man-power shortage (scientist-engineers, physicians, nurses, high school and college teachers of science), a study conducted among superior college students in the social sciences illustrates, too, that if one were to rate motivating factors for these students' choice of social science as a vocation, "high school teachers would probably be found in the top position. . . . If they (high school teachers) are as potent in recruiting scholars as these data suggest, then recruitment policy in the social sciences should include winning the active participation of secondary school teachers."⁴

Hence, it would certainly appear that augmented by the classroom science teacher, guidance counselors of our nation's high schools are truly in a number one position to aid in the alleviation of our current and future needs for more and more scientists and engineers.

Dr. B. C. Belden discussing, "How to Meet the Crises in Education in Science and Mathematics,"⁵ states that, "Perhaps one of the most important recommendations is that strong effort be made within the school system to find technically talented youngsters and to encourage them to follow through with the science courses. In educational language, this is probably 'testing' and 'guidance.' In the words of one high school science teacher, however, this is a matter of 'beating the bushes for

PROFESSIONAL WORKERS NEEDED²

	1965 Demand	1955 Supply	Increase
Natural scientists	280,000	200,000	80,000
Engineers			
(professional)	630,000	530,000	100,000
Physicians	255,000	210,000	45,000
College teachers	350,000	230,000	120,000
Nurses with			
college degrees	100,000	25,000	75,000
School teachers	1,685,000	1,200,000	485,000
Total	3,300,000	2,395,000	905,000

*For his fine interest, assistance, and counseling, sincere thanks and appreciation to our former instructor in the field of education, Dr. C. A. Michelman, chief, Occupational Information and Guidance Service, State Board of Vocational Education, Springfield, Ill.

¹"America's Resources of Specialized Talent," Dael Wolfe (New York: Harper and Brothers, 1954).

²"Manpower and Teacher Shortage," Robert J. Havighurst, *Teacher Education: The Decade Ahead* (Washington, D. C.: National Education Association, 1955), p. 34.

³"Manpower and Education," Educational Policies Commission (Washington, D. C.: National Education Association, 1956), p. 69.

⁴Wolfe, Dael, 1954 Report of the Commission on Human Resources and Advanced Training, p. 269.

⁵Wilson, R. N., "Undergraduate Social Scientist," *Social Science Research Council Items*, 1954, 8 pp. 25-29.

⁶"How to Meet the Crises in Education in Science and Mathematics," B. C. Belden, *AMERICAN SCHOOL BOARD JOURNAL*, Dec., 1956, p. 16.

the boys who haven't signed up.'

"In beating the bushes, the high school science teacher should, of course, have lots of help and collaboration from the guidance people in the school. . . . The purpose here, of course, is to try to be surer that *latent* talent will be recognized and encouraged." (Italics ours.)

Dr. E. T. McSwain, dean, Northwestern University school of education, finds, "The opportunity is at hand for school people and laymen to improve the secondary school and college curricula in mathematics, the natural and physical sciences, the social sciences, and the humanities. Accelerated and enriched programs must be provided for those who possess outstanding abilities. Though improved physical facilities are needed, it is the contents of the curriculum and the quality of instruction which are the indispensable means to improve the mental and moral competencies in young people and thereby increase as well the supply of creative manpower and responsible leadership so urgently required in all areas of industry, commerce, and the professions."¹⁷

High school guidance and counseling programs are specifically recognized in the Educational Policies Commission's recommendations.

Noting, "Guidance and counseling programs," the Commission states, "Guidance services, uniquely characteristic of American education, should be further improved, and so increased in scope as to involve all who teach and to reach all who learn. Guidance programs should be soundly rooted in understanding of the manpower situation."¹⁸

In the absence of certain vital data and information about our country's high school guidance and counseling personnel, a study was initiated in July, 1956, to obtain information on certification of guidance people and their "counseling loads" with particular emphasis on the teaching or subject matter backgrounds of the counselors themselves.

Names and addresses of persons in charge of guidance services in the various states were obtained from a list furnished by the U. S. Department of Health, Education and Welfare.⁹

Letters and questionnaires were sent to these people. If no response was received after a period of four weeks, a follow-up mailing was made. Finally, telegrams and person-to-person telephone calls completed the study.

An unusually high response (84 per cent) returned valuable data and statis-

tical information.¹⁰ Results of these findings are tabulated by State in the chart "America's High School Counselor Qualifications and Teaching Backgrounds."¹¹

Although much of the information obtained on the educational or teaching backgrounds of the country's guidance people represents, at best, an "educated guess" on the percentages of their state's backgrounds in various academic teaching areas; it is assumed that based upon their personal administrative and observation experiences, these "estimates" might well be documented objectively if such state-wide information had been available.

One significant point stands out clearly—the wide difference in the counselor certification program from state to state. At least ten states indicated that they have no special certification for those in the guidance field, except that a teacher's certificate from an accredited college is required.

About a third of the states reported that counselor certification was mandatory for those who served one-half or more time in guidance work. The remaining states either did not provide any information or reported that counselor certification was optional, suggested or both.

Ratios of counselors to 1000 students on the high school level vary widely with 3.4 counselors/1000 students in California and Wisconsin to a low of .2 counselors/1000 students in Tennessee. Typical high and low ratios of counselors/1000 high school students are: California, 3.4 (counselors/1000 students); Wisconsin, 3.4; Iowa, 3.2; Illinois, 2.2; Mississippi, 1.0; Georgia, .8; Louisiana, .8; and Tennessee, .2.

Based on a detailed analysis of the teaching backgrounds of 5300 of the nation's high school guidance counselors from 12 states reporting factual data, nearly a third of the counselors have special training in the social sciences. Seventeen per cent have a formal background in English. About nine per cent have a college or training background in the field of science.

The Science Background

A detailed breakdown of the educational background of the country's vocational guidance people, based on 5300 counselors, shows the following percentages: Music, 3 per cent; English, 17 per cent; Foreign Language, 2 per cent; Social Studies, 31 per cent; Business, 9 per cent; Industrial Education,

4 per cent; Home Economics, 5 per cent; Agriculture, 2 per cent; Science, 9 per cent; Mathematics, 8 per cent; Industrial Arts, 5 per cent; and others, 5 per cent.

Considering that 91 per cent of the nation's high school guidance people mentioned in this study have teaching backgrounds in fields other than science, it is certainly to their credit that science is so well recognized as a promising vocational area.

True, "native" teaching backgrounds of counseling personnel, for instance, could not affect, alter, or influence results of a school's guidance testing program, *per se*, since such work as a part of the counseling plan is *diagnostic* in nature only.

Yet the success of the follow-up or *heart* of the person-to-person counseling based upon these test results, on the other hand, is related to the background of the counselor.

This, of course, assumes that college preparation in a teaching field, the teacher's own "love" for his subject plus years of classroom and professional experiences before entering a school's counseling program would all equip him to advise more expertly in his "own field."

While the implications of this study are many in terms of finding certain basic causes of our present and potential shortage of professionally trained people—particularly scientists and engineers—certain specific conclusions may be drawn from the survey that might well become focal points for immediate national action.

1. The nation's high school guidance personnel are tremendously *overloaded* in terms of even "leading" counselor/1000 student ratios.
2. The need is great for more *qualified* counselors and more time for counseling.
3. Much would probably be gained by having a more evenly distributed teaching background representation among the nation's secondary school guidance counselors.
4. The classroom teacher is an integral part of any over-all school counseling program. His daily, intimate contact with students is a potent influence in determining their adult vocational preferences.
5. It would certainly appear that the country's secondary school guidance counselors assisted by the enthusiasm, interest, co-operation, and help of the classroom science teacher might well be the strategic key link in our relieving of current and potential man-power shortages.

6. Any significant solution to our current professional man-power shortage must stem from the "grass roots" level.

7. Rather than any "failure" on the part of the country's classroom teachers and guidance personnel, they are to be praised for their past efforts in guiding the potential scientist and engineer to his prominent and strategic position in our nation today.

¹⁷"The Future: Problem or Opportunity?" E. T. McSwain, dean, Northwestern School of Education, N. U. Alumni News, July, 1956.

¹⁸"Manpower and Education," *ibid.*, p. 126.

⁹"Directory of Persons in Charge of Guidance Services in the United States, January, 1956," U. S. Department of Health, Education and Welfare.

¹⁰Our sincere thanks and appreciation to the forty-three State Directors of Guidance and Vocational Education who took time out of busy schedules and heavy work loads to complete these survey forms. Many times these people added several pages of specialized and highly informative data on their state's particular counseling program.

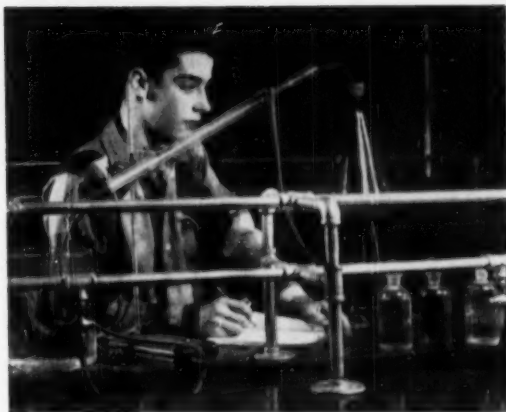
¹¹Single copies of the chart are available without charge upon request to: Scientific Apparatus Makers Association, 20 N. Wacker Drive, Chicago 6, Ill.

A need for "critical thinking"—

The Challenge of Science to Schools

JOHN A. BEHNKE

Science Editor, Ronald Press Co., New York



There has been quite a change recently among scientists of the country from destructive criticism of education to a sincere desire to pitch in and help, and among educators from a belligerent defensive attitude toward criticism to a spirit of "let's work together" to make our educational system even better. Constructive criticism is the spark-plug of progress. When scientists, educators, or politicians are completely satisfied with the status quo, science, education, and our democracy will suffer.

Before becoming critical—constructively critical—of some aspects of our schools, it is only fair to pay tribute to the many able, competent teachers in our schools and to a school system that has educated more people and has produced the best-informed population of any country on earth.

Insistence on Facts

This very achievement has led inevitably to inadequacies and problems, the most serious of which has been short-changing the intellectually superior. Our failure here, in turn, has dried up the spring of leadership on which intellectual, cultural, and social progress depends. In educating the masses for living, we have robbed those capable of creativity of the thrill of creating and the rest of us of the inspiration of sharing their creations.

One of the characteristics of mass education is emphasis on factual knowledge. We are trained to acquire facts, not to use them. Millions cheer the regurgitator of facts on quiz programs. Though it is heresy to say it, most of our experimenters, avidly trodding the popular research trail, are merely seeking more facts, never pausing to consider the meaning of the facts or fitting them into a larger conceptual framework. Indeed, they have been so busy at fact-finding that they haven't had

time to look back to see what has happened to the process of educating their successors.

Dean Francis Keppel of the Harvard Graduate School of Education, in a talk before the Council on Cooperation in Teacher Education of the American Council on Education pointed out that the policies governing public education are formed by local, regional, and national forces, and called on professional workers to form "presence groups." In the early days of the century such groups strongly influenced the curriculum and course content in the lower schools. If they set out to do it again, they will have to recognize quite a new set of circumstances. Whereas then, most of those in the high schools were preparing for college, now only part—albeit a large part—are heading in that direction. They will have to work with educators to seek both balance and selectivity in evolving a more effective program.

If one were to venture a prediction, it is probably safe to assume that the professional scientists, social scientists, or humanists forming the new "pressure groups" will conclude that we are doing pretty well with the average students. They will conclude, however, that we need to do much more than merely impart facts in educating the intellectually elite. They will find, as many have maintained, that we are doing the poorest job in those subjects requiring closely-developed progression of material and critical intellectual application—English, mathematics, and science.

Now, if we turn our attention to the needs of the superior students in the light of what we have found so far, we can immediately identify two closely-linked facets to the problem. We need to get the superior student to go on through college and graduate school in order to fully develop his powers. And

we must provide him with the kind of education that will excite and challenge him, that will give him the opportunity to grapple with solid problems. In other words, for him facts will become tools for the exercise of analytical powers and for the fashioning of syntheses, or as Paul Dressel of Michigan State put it in an article in the October, 1955, issue of the *NEA Journal*, "the exercise of critical thinking."

The failure of students to go on to college is usually laid to the economic factor, but today science students with superior ability can usually find financial help. They just haven't been challenged to the point where they will raise heaven and earth to continue their education.

It is pertinent here to digress a moment to comment on the current hubbub about the reports that we are being outstripped by the Russians in the number of scientists and engineers being trained in schools. We *should* be concerned, but our greatest concern should not be on the *quantitative* level, but on the *qualitative*; not on how many, but how good; not on how much they know, but how creatively they can use what they know. Our superiority has been and is primarily in technology, not in basic science which is the lifeblood of progress in both science and technology. It is in technological competence that the Russians are most likely to overtake and even pass us. If we can educate superior students in depth, we can produce fundamental advances upon which significant technological developments depend.

The Challenge

What does all this mean when we bring it down to realities in our schools? It means, first of all, abandoning two long-cherished principles: similar treatment for all students regardless of abil-

ity (or, special classes only for slow learners) and emphasis on the imparting of factual knowledge. It means intensive training in critical thinking for the elite. This is the challenge to our schools.

If they are given the opportunity, science teachers can supply the leadership in meeting this challenge. Science lends itself to critical thinking; in fact, it lives by it. Because it deals largely with elements that are subject to rather exact analysis and offers infinite opportunities for extrapolation, it can be used effectively even at lower age levels to initiate and foster habits and powers of critical thinking. The social sciences, on the other hand, require a higher degree of sophistication for the application of similar methods.

The development of these powers through science can be done most effectively in the laboratory and field. Unfortunately, these wonderful opportunities have often been completely missed while the student was subjected to a parrot-like rote procedure which added a few facts (often mighty few) to his mental card catalogue and developed some manual dexterity, commonly called technique. Even the average student will respond to more challenging material; the superior student will be inspired to continue his education in science if he is exposed to this kind of teaching.

John Dewey in his essay, "Unity of Science as a Social Problem,"¹ expressed this point of view after leading up to it with the statement that "the spirit in which the sciences are often taught, and the methods of instruction employed in teaching them, have been in large measure taken over from traditional non-scientific subjects. . . .

"Scientific subjects are taught very largely as bodies of subject matter rather than as a method of universal attack and approach. There may be laboratories and laboratory exercises and yet this statement remains true. For they may be employed primarily in order that pupils acquire a certain body of information. The resulting body of information about facts and laws has a different content from that provided in other studies. But as long as the ideal is information, the sciences taught are still under the dominion of ideas and practices that have a prescientific origin and history. Laboratory exercises and class demonstrations may be a part of a regular routine of instruction, and yet accomplish little in developing the scientific habit of mind. Indeed, except in a chosen few the mere weight of information may be a load carried in the memory, not a resource for further observation and thought."

¹Neurath, Otto; Rudolph Carnap, and Charles W. Morris, editors: *International Encyclopedia of Unified Science*, Volume I, Part 1, p. 36 (Chicago: University of Chicago Press, 1955).

Unfortunately, some scientists have given up the fight for laboratory instruction except, of course, for advanced work. Even in the colleges experiments have been carried on involving paired groups with and without laboratory and culminating in the same final examination for the paired classes. The results have sometimes "proved" that those taking laboratory do no better than the others. If the course and the examination are purely factual, or if the laboratory adds nothing to understanding of principles, processes, or the development of analytical thinking, the experiments could lead to the conclusion that laboratory has no value. This does *not* prove that laboratory work, per se, is worthless; it only proves that the *kind* of laboratory experience offered is sterile.

The Committee on Educational Policies of the Division of Biology and Agriculture of the National Academy of Sciences—National Research Council hopes to run an intensive eight-week workshop during the summer of 1957 with the goal of producing some laboratory material for high school biology that will have real substance and will develop creative thinking. This committee has been reluctant to campaign for laboratory and field work, as stanchly as they believe in it, when the realities forced them to admit that present laboratory experience, with the kind of materials available for the teacher to use, often does more harm than good. It is particularly discouraging to the brilliant student who enters the course full of curiosity about science and expecting (and certainly deserving) to engage in the most stimulating kind of mental gymnastics. It is like asking the crack basketball player, keyed up for a game, to exercise with Indian clubs.

A similar movement is developing for the retention of or, alas, in most cases, the restoring of mathematics to the high school program. The need here is desperate and certainly, in this case, not restricted to college-bound students. Of course, science should not be reserved for those preparing for college either.

Needed Resourcefulness

To achieve the goal of selective education for critical thinking in the face of rapidly increasing enrollments and a decreasing supply of qualified teachers will require not only dedication and hard work, but a mighty liberal sprinkling of resourcefulness. It has been said that it takes 50 years for a new educational idea of major importance to take hold. We cannot afford to wait that long unless we are content to have the next generation damn us for our failure to provide for them.

We will have to develop new methods for the efficient and effective use of teachers' time. We can no longer afford

the dubious luxury of having our precious and scarce high school science teachers policing cafeterias and study halls. We must seriously explore the use of film and closed-circuit television for lecture and demonstration-type work in order to free the time of the teacher for the direction of pupils, especially the superior students. We will watch the various experiments along these lines hopefully and with real anticipation.

The kind of teaching we have been advocating is not as easy as the rote teaching of facts. It requires not only more subject background but more skillful teaching techniques as well. We must strengthen our science teachers—indeed, all teachers for that matter—in both background and method. Graduate schools are rapidly developing in-service programs emphasizing the strengthening of the science teacher's subject matter resources. One of the interesting and significant things about these programs is the fact that they are being developed by the science departments themselves often with the co-operation of the people in education. The rapidly expanding summer institute movement is also making a substantial contribution in the same field.

Efforts toward improving method are less well defined. There is a dearth of programs designed to emphasize the kind of teaching advocated here. The transition to a new orientation of teaching toward an emphasis on critical thinking will be a difficult one. Our present crop of teachers came up through an educational process emphasizing the assimilation of facts. It will be difficult for them to reorient their own mental processes in the direction of analysis, and the development of powers of critical thinking.

The situation calls for an immediate fundamental change in educational objectives in the teachers colleges, colleges, and universities from which the future teachers will come. A new teacher training program should be aimed at more adequate preparation of prospective science teachers both in subject-matter competence and the development of teaching effectiveness.

Graduate schools are rapidly introducing in-service programs for science teachers, and the number of summer institutes under various auspices, primarily the National Science Foundation, is increasing apace. These efforts are presently directed toward upgrading the science teacher's knowledge of recent advances in the various sciences. Many of our teachers need this kind of enrichment for increasing both their competence and confidence in the classroom. But these programs should offer an excellent opportunity to indoctrinate our present teaching personnel for a new emphasis on developing critical thinking in our young people.

Successful policies solving—

Pupil Mobility Problems in Chicago

JOHN W. BELL and ARTHUR S. GREEN

Student mobility has reached the crisis stage in large cities and suburbia the nation over. More families on the move in America than ever before; the changing sociological patterns of metropolitan areas; the growth of the suburbs; the ever mounting figures of school population—these are the big factors which spell out a great diversity of hazards directly affecting both the quality of instruction and the profession of teaching.

The recent reorganization of the Chicago public schools into 16 districts, each served by an office of the district superintendent, gives administrators and teachers a closer view and better opportunity to deal with problems of mobility at the local level.

In Chicago the citywide reasons for pupil transfer are fourfold. These are:

1. **Displacement from within.** Entire sections or neighborhoods of the populace are undergoing radical and rapid displacement by groups of different racial, cultural, and economic levels.

2. **Immigration.** Thousands of European refugees and people working marginal lands in rural sections of the deep South come to Chicago to make their homes each year.

3. **Emigration.** People moving to other cities or suburbs brings about redistribution of entire areas.

4. **Transiency.** Migrants whose stay is short-lived because of their seasonal oc-

Dr. Bell is superintendent of district No. 2 in Chicago, while Mr. Green is a teacher in the district.

cupation like entertainers, professional athletes, and members of specific building trades settle in relatively unstable neighborhoods.

The most recent studies show that the mobility of Chicago's most stable school districts—ones characterized by firmly entrenched neighborhoods—is still high. No district in the city is free of its ample share of schools with as much as 30 per cent and higher pupil turnover in the course of each semester.



One phase of the study groups between supervisory personnel and teachers designed to iron out difficulties in instruction due to student mobility in Chicago and to lower teacher turnover is the art clinic. Views of the clinic show, above, Dr. Bell and a school principal chatting informally about art problems and, below, a discussion group under the skillful leadership of the art supervisor.



Mobility Hazards

The hazards brought about by high pupil mobility are diverse. These are the specific problems which distress pupils, teachers, administrators, and others concerned with the educational program in the Chicago public schools:

1. **Disruption of daily classroom procedure.** That order and planning is necessary in normal classroom routine is a truism. High transfer rates however turn the classroom into a "Grand Central Station." Such a revolving door policy where teachers must continually and suddenly interrupt instruction to accommodate new and parting faces is destructive to the learning process. The time involved in extra teacher clerical work necessitated by transfer procedures gives another measure of the problem.

2. **Lag in receipt of pupil information.** The absence of important pupil information like the cumulative record in the

hands of the teacher and other school officials at a time when it's needed most leaves even the best teachers with little more to go on than an "educated guess." Lack of essential data such as the child mental ability, achievement, and health records can create serious abuses.

3. **High teacher turnover.** Though teacher mobility is considered healthy in some circles, teachers transferring from schools of high mobility precisely because the mobility is high results in a lowering of the morale in the school itself. Teacher turnover is highest in schools of high pupil turnover; particularly where the cultural level of incoming families is lower than that of the outgoing. What's more, newly assigned teachers waive positions in such areas, applying in turn for more "favorable" schools within Chicago or other city systems.

4. **Maladjustment.** In more cases than not, schools in neighborhoods of high population redistribution rates usually undergo

a variety of adjustments not considered favorable for an educational institution in terms of stability.

For one, teachers themselves are quick in erroneously assuming that the cultural levels of incoming families are presumably lower than the outgoing. Immediately they lower their standards and form attitudes of resentment. But this is not necessarily justified in all instances. During a three year period of unusually high pupil mobility in one school of over a thousand pupils, standardized test results indicated that the distribution of I.Q.'s remained the same, although achievement was somewhat lower.

Above all, pupil adjustment to the new school presents high frequencies of serious problems involving language, cultural, and economic barriers, adjusting to new patterns of behavior, as well as severe learning difficulties.

5. **Physical adjustment.** Hand in hand with maladjustments are dozens of physical ones which in extreme instances are day-to-day. These are characterized by such perplexities as overcrowdedness, grade level placements, and shuffling and reshuffling of class memberships and room assignments.

Successful Policies

Because the causes and accompanying effects of high pupil mobility in a city as large as Chicago are so very different from district to district—and school to school—there is no one place to which all can turn to with "Here are all the answers!" Nevertheless, the following are a number of surprisingly successful plans now in effect in various districts which have come to grips with the crucial difficulties of high pupil mobility:

1. **Creation of the role of master teacher.** To ease the burden of classroom teachers in schools of high pupil turnover, some schools have one "master teacher" for about each eight classrooms. Free of the usual full-time daily classroom responsibilities their role is focused on alleviating a variety of instructional and counseling functions such as selection and treating problem students, giving remedial instruction to children deficient in essential subjects, or expanding the horizons of gifted children.

2. **Using Future Teacher of America club members as student coaches.** Primarily as a teacher aide outside the classroom, F.T.A. club members tutor incoming students whose achievement is low to bring them up to their normal grade level. In one high school, the adjustment teacher directs the entire activity by (a) selecting needy children; particularly on the elementary school level, (b) informing the child's parents of the service, (c) assigning interested club members to assist particular children, and (d) providing club members with materials of instruction.

Under such an arrangement, the club members go into the homes of the children and receive a nominal fee. The materials of instruction usually consist of series of mimeographed practice exercises such as identifying symbols with pictures and the recognition of phonics in words for children weak in primary grade level language arts.

3. **Special achievement groups within the school.** Special achievement grouping in the primary and intermediate grade levels of schools whose ability spread is widened by incoming students gives teachers an opportunity to improve instruction to all pupils and simplifies and reduces in number the diverse materials of instruction. Usually three teachers of the same or consecutive grade levels teach the total enrollment in these grades: one to each different ability group. Ordinarily this is limited in subject matter to the language arts or arithmetic; not more than one subject or period per day per semester.

4. **Special programs of school-parent orientation.** To establish a two-way channel of communication between the school and parents of incoming students each school performs a variety of activities, each unique to its particular problems. These include (a) open house at more frequent intervals, (b) mimeographed literature about school policy sent home to parents of incoming students, (c) joint parent-faculty discussion sessions, (d) parental visitation to the child's classroom during the school day, and (e) aid of parents of incoming students in such activities as P.T.A.

5. **Use of more self-help materials.** By the teacher directing groups of children with more self-help material, she frees herself in order to be available to give directed attention to the immediate needs of incoming students.

6. **Use of more diversified materials.** With different—and often wider—backgrounds and ability groups being the result of high mobility, the use of a wider variety of instructional materials, such as audio-visual aids and more graded reading textbooks, not only eases the burden of the teacher but improves the quality of instruction.

7. **Securing the teacher.** In schools of unusually high mobility, teacher turnover and the quality of instruction are affected to such an extent that a number of means directly affecting the teacher have proved beneficial. These include (a) reduction of teacher load in terms of more periods for planning and smaller class memberships, (b) more help from specialized school personnel such as the master teacher, adjustment teacher, and other supervisory persons, and (c) periodic conferences between teachers and principals in discussion of specific classroom problems being the result of high pupil mobility.

Another positive solution which teachers of high mobility schools readily welcome are improved services of the school itself. This manifests itself in diverse ways: (a) lunchroom supervision by parents, (b) school parking facilities for faculty members with cars, (c) occasional school lunches for teachers by parents, and (d) more clerical help in the central office of the school.

8. **District-wide study groups.** Under the leadership of the district superintendent, the teachers, principals, supervisors, and P.T.A. presidents of member schools within the district engage in rounds of study groups each semester to iron out common crucial difficulties. This results in better articulation—and improved instruction—from school to school, level to level, and subject to subject within the district.

9. **In-service training of teachers.** By emphasizing leadership in the solution to problems of high mobility in in-service programs characterized by (a) the circulation of instructional bulletins from the district office, and (b) encouraging teachers to bring up their problems in seminars, workshops, and special faculty meetings, a professional approach is effected.



NEW DESIGN CONCEPT FOR DIFFICULT SITE

A new design concept for an elementary school is illustrated in a building now under construction in Manhattan Beach, Calif. As a measure to meet severe site restrictions, the school has four levels of three classrooms; the fifth level will house administrative and health facilities. Of steel frame construction, the building will provide 23,000 square feet of covered floor area for \$411,000. Architects are Daniel, Mann, Johnson & Mendenhall of Los Angeles; Dr. Foster A. Begg is superintendent.

Surety Bonds of School Building Contractors

HAROLD H. PUNKE

Professor of Education, Alabama Polytechnic Institute, Auburn

The first part of a series of articles by Professor Punke, concerning litigation about surety bonds of school building contractors, considers cases involving the statutory performance bond. Future issues will contain articles on "Specific Obligations Covered by Surety Bonds," "Notice and Filing Claims," and "Rights in Unpaid Sums Due a Contractor."

Extensive programs for constructing public school buildings, either in progress or in prospect, imply numerous contracts for buildings. With district consolidation and elaborate school programs, modern school buildings are often complicated and expensive structures. Detailed specifications and contractual relationships are therefore involved, with a large number of points over which dispute might arise concerning what is covered by a bond given to insure that the contractor will perform all his obligations. This article reviews cases involving surety bonds of school building contractors which have come before our higher courts in recent years.¹

Providing the Statutory Performance Bond

In considering surety bonds of school building contractors, it is important to distinguish between bid bonds and performance bonds. A bid bond is often required to insure that, if a bidder is successful, he will sign a contract for constructing the building according to specifications and will supply the necessary performance bond to guarantee his doing so. Although various disputes arise concerning bid bonds, subsequent consideration in this article relates only to performance bonds.

1. Liability for failure to execute the statutory performance bond.

¹In 1936 the author published *The Courts and Public-School Property* (Chicago: University of Chicago Press), pp. xvi + 313. Chapter VI analyzed all the cases, on the topic indicated by the title to this article, which had up to that time come before our higher state and federal courts. This article analyzes all cases on that topic which have come before those courts since that time.

In 1953 a Florida dispute² related to the personal liability of school board members for failure to provide a performance bond for the protection of materialmen and laborers. Three sections of the statute were pertinent. Section 235.32 provided: "the contractor shall furnish the county board with a bond . . . for one hundred percent of the contract price," and stipulated specific elements to be included in a construction contract. Section 237.31(4) related to school contractors and stated: "it shall be the duty of the county board to require from every contractor a bond adequate to protect the school and school funds involved." Section 255.05 related to suits by materialmen relating to public buildings. It stipulated that before a contractor begins work on such a building he "shall be required . . . to execute the usual penal bond" to protect laborers and materialmen.

The contractor gave no penal bond, and suit was brought against sureties on the official bonds of board members—contending that it was their ministerial duty to require the bond, and that they were personally liable in tort to injured persons for failing to do so. The court followed an Alabama case which stated that a duty is ministerial when it "has been positively imposed by law, and its performance required at a time and in a manner, or upon conditions which are specifically designated; the duty to perform under the conditions specified not being dependent upon the officer's judgment or discretion." When it was objected that section 255.05 was not part of the school code and did not apply to the construction of school buildings, the court responded that all

three sections had to be construed together and that only school boards had authority to require bonds regarding the construction of school buildings. The court held that it was the mandatory duty of board members to provide the bond required by section 255.05, that the duty was ministerial, and that "failure to do so was a breach of the duty . . . and that persons suffering loss because thereof had a remedy against such board members individually in tort." Hence sureties on the bonds of board members were liable.

The consequences of failure to take a bond in a Connecticut case³ hinged on the significance of recent statutory revisions. Section 7214 required that before any contract exceeding \$1,000 be let for public work "of the state or any subdivision thereof," the contractor shall furnish "to the state or such subdivision" a bond for the "protection of persons supplying labor or materials." In an effort to show that no bond was intended for a contract to fence the school playground, emphasis was placed on revisions made in earlier statutes. Thus it was contended that "any subdivision thereof" was limited to officers, boards, branches, and departments of the state and did not apply to municipalities, since municipalities had been specifically enumerated in an earlier statute but not in the revision. It was similarly contended that providing the bond was not a condition precedent to a valid contract under section 7214, since that section did not carry forward the wording of an earlier section which stipulated that furnishing the bond was "a condition precedent to the execution of a contract" for public works. The court rejected both contentions, pointing out that "an amendatory act does not change the existing law further than is expressly declared or necessarily implied," and that the language of section 7214—"before any contract . . . is awarded to any person, such person shall furnish . . . a bond" was as definite and embodied the same requirement as the earlier statute. The court added that the object of the

²*Warren v. Glens Falls Indemnity Co.*, 66 So. 2d. 54

³*City of Norwalk v. Daniele* (1955), 119 A. 2d. 732, 143 Conn. 85.

statute, to protect laborers and materialmen concerning public work, must be taken into account. It was further contended that since section 7214 also empowered the attorney general to furnish copies of public work contracts to certain persons, and that only contracts made by the state and its officers, boards, branches, and departments were indicated, it was not intended that cities be covered by the section. The court said that the legislature had found it administratively convenient to make the attorney general a ministerial agent in the situation noted, and that this fact did not affect city liability. Furnishing the bond was mandatory, and there was no valid contract without it.

A somewhat unusual situation appeared before a lower Pennsylvania court.⁴ The statute required school directors to take a bond insuring payment of materialmen and laborers in the case of construction costing over \$300. Failure to take a bond, relative to a contract for erecting a school garage costing \$715.98, was one of several counts in an effort to oust the directors from office. The directors said no bond was required because the contractor in this case was in the building supply business and furnished his own materials. There was no evidence of any unpaid laborers or materialmen, and the district suffered no loss because there was no bond. The court said that although the statute made a bond mandatory, under the circumstances the directors would not be ousted for failure to take a bond.

2. Construction of bonds as to parties protected.

Courts vary considerably regarding the liability with which they construe bonds from the standpoint of "third party beneficiaries" — who claim protection. Materialmen and laborers generally claim such protection. One line of decisions is not particularly favorable to these claims.

a) **Cases denying recovery by materialmen and subcontractors.** A 1936 Kentucky contract stipulated:⁵ "the contractor shall provide and pay for all materials, labor, water, tools, equipment, light and power, transportation and scaffolding necessary for the work as shown . . . in the plans and specifications," and further stipulated: "The contractor is required to furnish bond covering the faithful performance of the contract and the payment of all obligations arising thereunder, in such form as the owner may prescribe and with such sureties as he may approve." However, the bond was conditioned only to indemnify the school board "against any loss or damage directly arising by reason of failure of (the contractor) to faithfully perform said contract." The bond also provided: "That no right of action shall accrue upon or by reason hereof, to or for

the use or benefit of any one other than the obligee herein named (board); that the obligation of the surety is and shall be construed strictly as one of suretyship only." Unpaid materialmen sought to recover against the surety. The court recognized two types of contractor's bonds: those which only protect the district and guarantee the construction of the building, and those which do this but also guarantee the payment of materialmen and laborers. The court said that, although the contract states that there shall be a bond protecting materialmen, the bond in question is not such a bond. The bond at par is not conditioned according to the contract, added the court — it protected only the board. The parties could condition the bond as they saw fit, reasoned the court, and before he supplied materials a materialman should have known how it was conditioned. The surety was not liable to the materialman.

A Texas case⁶ involved two materialmen following different modes of attack. The bond was somewhat broader than the statutory bond concerning payment to the school district and also to laborers and materialmen; but the court said it was a rule in Texas that article 5160 was by law incorporated into every bond of general contractors for public works — whether mentioned in the bond or not. Article 5160 provided that the "contractor shall promptly make payments to all persons supplying . . . labor and materials" and also provided that "all claims for labor and material furnished . . . shall be itemized and sworn to as required by statutes as to mechanic's lien claims, and . . . shall be filed with the County Clerk . . . within ninety days from the date of the delivery of said material and the performance of said work."

One materialman did not claim recovery under article 5160, but under the bond as a common-law bond. The court rejected this claim, following the Texas rule noted and holding that furnishers of material must comply with the requirement of article 5160. The notice of the other materialman was defective under article 5160, because it showed separately only the total cost of materials supplied at different times, rather than showing the amount of material supplied and the cost per unit — as required in the lien law, and the affidavit was defective for failure to state that the prices charged were fair and reasonable. The court cited an earlier Texas decision in which the state supreme court had held this affidavit defect to be fatal. The second materialman also claimed protection under two other statutes. Article 5472a gave materialmen a lien on moneys becoming due a contractor provided they "shall before any payment is made to such contractor, notify in writing the officials" of the school district "whose duty it is to

pay such contractor." Article 5472b provided that when such officials are so notified they shall not pay the contractor all that may be due but shall retain enough to pay the claim of such materialman if a judgment should be granted for it. Although the district paid the contractor some \$200,000 after receiving notice of this materialman's claim, it still had on hand enough to pay the claim — up until the contract was canceled because the contractor defaulted. The court said that article 5472a provided a kind of statutory garnishment, that the district was entitled to complete the building according to the contract, and that if in doing so it spent all of the contract price there was nothing owed the contractor. The district was actually required to spend more than the contract price to complete the building. There could be no recovery from the district, said the court. The materialman also contended that since the district was forced to use up all money due to be paid under the contract, in order to complete the building, the surety should be made to pay those who complied with article 5472a. The court rejected this contention, stating that article 5472a neither increased nor diminished a surety's liability under article 5160, and adding that if a materialman chose to rely on article 5472a rather than comply with article 5160 he must run the risk of there not being enough money left over to pay his claim at the time when the contract is finished.

On a *Per Curiam* basis, without writing an opinion, a New York court⁷ ruled in 1938 that subcontractors and materialmen could not bring action against the surety bond in question — as third parties beneficiary. The contract provided for a bond "guaranteeing to said owner (school board) the faithful performance of the terms, covenants and conditions of the contract and in addition thereto guaranteeing the full payment of all subcontractors and for all labor, materials and equipment." The bond made the school board sole beneficiary and stipulated that if the contractor "shall faithfully perform this contract according to its terms, covenants and conditions and in addition thereto pay in full all subcontractors and for all labor, materials and equipment, then this obligation shall be null and void otherwise to remain in full force and effect." Several earlier cases were cited as covering the principles involved.⁸

⁷*J. P. Duffy Co. v. Board of Education*, 8 N.Y.S. 2d. 245, 255 App. Div. 493, affirmed 21 N.E. 2d. 527, 280 N.Y. 773.

⁸*Eastern Steel Co. v. Globe Indemnity Co.* (1918), 186 App. Div. 892, 172 N.Y.S. 888, affirmed 227 N.Y. 586, 123 N.E. 917; *Fosmire v. Nat. Surety Co.* (1920), 229 N.Y. 44, 127 N.E. 472; *Buffalo Cement Co. v. McNaughton* (1898), 10 Hun. 74, 35 N.Y.S. 453, affirmed 156 N.Y. 702, 51 N.E. 1089; *Van Ciel and Sons, Inc. v. City of N.Y.* (1931), 141 Misc. 216, 252 N.Y.S. 402.

The second part of Professor Punke's consideration of providing the statutory performance bond, to be concluded in April, will consider cases permitting recovery by materialmen and subcontractors, and rights of materialmen of subcontractors.

⁴*In re Tremont Township School Directors* (Pa. Com. Pl., 1939), 34 D. and C. 623.

⁵*Massachusetts Bonding and Insurance Co. v. U. S. Radiator Corporation* (1936), 265 Ky. 661, 97 S.W. 2d. 586.

⁶*United Tile Co. v. Kermit Independent School District* (1954), 273 S.W. 2d. 434.

- ✓ Eliminate features that are "nice, but not necessary."
- ✓ Investigate each and every item to achieve small savings that add up.
- ✓ Distinguish between true and false economies.
- ✓ Make every square foot of space have real purpose.

Good Schools Can Be Built Economically

ROBERT E. WILSON

Superintendent of Schools, Mansfield, Ohio

How enough classrooms can be provided for the nation's record growth is a problem faced by every school administrator, board of education, and state fiscal agency in the land. The immediate future promises no relief from population growth. Apparently little financial assistance can be expected on the national level, but perhaps that is as it should be. Many districts have already reached the limits of their bonding power; and citizens will soon be calling a halt to generosity for school construction so characteristic of the post-war years.

Every school official responsible for providing facilities should seek ways of achieving economical buildings consistent with modern educational practices. The recent flurry concerning a 12-month school year in order to accomplish fuller usage of existing structures seems to be fading as rapidly as it blossomed. The public just doesn't want their children in school 12 months; they want what they are accustomed to, but with the greatest possible economy. Administrators must find the optimum between these divergent wishes. How one small midwest city walked the fine line is an example of what can be accomplished when school officials, board members, teachers, and laymen lock arms under a pledge to keep construction costs down and still produce a good building. It also illustrates how economical school buildings can be obtained if a community does not wish to resort to the prefabricated designs.

Mansfield, Ohio, an expanding industrial community of some 50,000, is typical of hundreds of small midwest cities. Construction costs in the area are relatively high when compared with most cities in the state

and nation, and are continuing to rise.

Its board of education completed six elementary school construction projects to be occupied in the fall of 1956—four completely new units of from 10 to 20 classrooms each; and two additions of 6 and 9 rooms each—for a total of 69 additional classrooms. Out of \$2,600,000 bond issue voted in November, 1954, nearly \$800,000 will be left over for further construction—an obvious rarity in this era of rising costs!

While the nature of building cost figures for comparison purposes is illusive, attention should be called to the fact that, whereas other elementary buildings in the community and in the area have been going up at an average cost of nearly \$30,000 per classroom, the present program is being completed at a cost of less than \$20,000 per classroom—and gaining larger classrooms! The cubic foot costs averaged 77 cents and the square foot costs averaged \$12.50.

Principles for Economizing

How were these economies achieved? Four general principles guided the planning, designing, constructing, and equipping of these buildings.

1. The philosophy prevailed throughout the planning stage that "there is only one reason for constructing an elementary building: to provide a safe, sanitary, functional, and easily maintainable plant where small boys and girls can learn."

By adhering to this viewpoint, planners were able to depart from traditional notions of what a school building has to be, and could eliminate some features that are "nice, but not necessary."

2. Savings on many things, sometimes minute, add up to a large saving. Eliminating one or two phases of the hundreds of items that go into constructing and equipping a school building will not bring about substantial savings, but time must be taken to investigate each and every item.

3. The distinction between real economies and false economies, between savings and penny pinching, between economy and loss of educational opportunities must be studied, discussed, and decided upon. The recurring problem of values appeared throughout the planning of these buildings and it was frequently necessary to remind ourselves of the philosophy cited above.

4. Every square foot of space should have some real purpose.

Type of Building

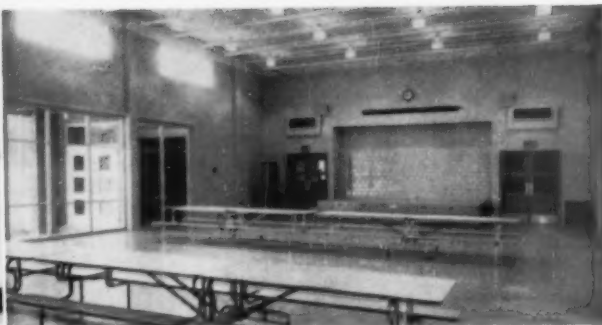
School planners will disagree on what should be eliminated and what features must be retained. This is a matter of philosophy and values, and no attempt is made herein to prescribe educational goals or buildings for other communities; rather it is intended merely to show specifically how one community reduced costs in a major way and still obtained learning institutions of high caliber.

The typical school in Mansfield is a

—Smucker Studio

An exterior front illustration of the Fleming Falls elementary school in Mansfield, showing the simple lines and minimum number of corners in this single-story, double-loaded corridor structure. The multi-purpose room at the right is telescoped into the building to save space.





In Mansfield elementary schools, multi-purpose rooms, such as the one shown above, serve as gymnasiums, auditoriums, and cafeterias. A typical elementary classroom is shown at the left.

single-story plant with double-loaded corridor, with brick veneer against concrete block type of building, and with the customary roof overhang. For ease of administrative control and reduction of hall traffic, all service units are located in the center of the building. Included in the service units on one side of the hall are the principal's office (inner and outer), storage, two clinical rest rooms, central gang toilets for upper grades, conference room which doubles in usage for testing and small music practice sessions, and teacher's lounge. On the opposite side of the hall are the multi-purpose room, boiler room, kitchen, and storage rooms for both inside and outside equipment.

Classrooms are "squarish" (32 by 26 feet) except the kindergarten rooms which are 36 by 26 feet. Every classroom has the following features: sinks and drinking fountains; traverse-rod drapes of gay design, but adequate for room darkening when employed with the type of window glass described elsewhere; low storage cabinets along the wall for frequently used items, and additional in-the-wall storage above the clothes vestibule and teachers closet for less frequently used materials; work counters on top of the low storage shelves; balance between chalk board and cork board as recommended by teachers, with one section of chalkboard doubling as movie screen; electrical outlets on two opposite walls; and individual electrical clocks hung low on wall for instructional purposes and ease of setting.

Additional features of the building include: complete kitchen for daily lunch service; radiant floor heating for kindergarten room; asphalt tile flooring (with special inlaid designs in kindergarten room); classroom toilets for kindergarten, first, and second grades; gates for closing off wings of building when used for evening activities; all utilities carried to end of building so that likely future expansion can take place at reasonable cost; noisy areas located so as not to disturb classrooms; blacktop for play area, for parking,

and circular driveway to the "covered porch" at the main entrance; and drinking fountains installed for out-of-doors and summer play.

How Savings Were Achieved

No lobby. Lobbies are nice, and quite essential in secondary school buildings, but learning doesn't take place in the lobby.

Narrow corridors. Only minimum specifications of the building code were met. With every effort made toward a self-contained classroom, the hall traffic is reduced. All corridors serve double purposes.

No excavations. The building is set on concrete slab, thereby eliminating all excavating except for the footings and necessary ground leveling.

No doors on clothes vestibules. Doors add cost, present continued maintenance problems, and teachers believe that some valuable habits can accrue from training children to hang clothes neatly.

No doors to central toilet rooms. Preferred by teachers for ease of discipline. An offset wall provides privacy, and ventilation is from the hall inward.

No central cleaning installation. Custodians preferred the modern individual automatic sweepers and polishers that are easy to handle.

No floor tile or painting where not essential (storage rooms and boiler rooms).

No parapet walls.

No locker room or shower room. Experience shows that these facilities are rarely used in grades one to six, even with an extensive physical education program.

No stage. Extent of elementary usage of stage rarely justifies cost of its construction. Roll-away, fold-up stage provided in the multi-purpose room instead.

No bleachers in gym. This area intended for physical education and participating sports—not for spectators.

No plastering except where required by Building Code for fireproofing.

Other Savings

Standard plan of building adopted.

Heated arguments pro and con are abundant concerning this idea; however, substantial savings in architect's fees resulted. The most frequently used criticism about fitting a building to the site proved no obstacle even in hilly areas.

Use of two-way modular construction with standard fixtures permitted contractors to "sharpen pencils" further.

The building is as rectangular as possible. Every corner adds cost and possible maintenance headaches.

Use of open bar joists in basic structural design made possible the reduction in classroom heights by approximately 18 inches, thereby eliminating substantial cubage in single-story buildings.

Use of thick board to serve both as roof deck and acoustical ceiling combined to effect large economy.

Multi-purpose room 36 by 63 feet with asphalt tile floor serves as gymnasium, auditorium, and cafeteria. Use of fold-up rollaway cafeteria table enables room to be converted from gymnasium to cafeteria, and vice versa, by students in less than ten minutes. Height of room is less than required for standard gymnasium.

Window walls throughout classroom area consist of prefabricated, insulated, aluminum panels. Face brick used only about 25 per cent of that found in traditional school buildings.

Light-diffusing, heat-reflecting colored glass used for windows everywhere except in classroom vision strip.

Cement enamel used for dado, kitchen walls, and toilet walls instead of glazed tile. Some saving can also be accomplished by practical thought regarding the proper heights of dado for elementary buildings.

Plumbing fixtures installed back-to-back in adjacent rooms.

Only one coat of paint on concrete block. Regardless of number of coats initially applied walls will have to be repainted periodically for sake of good appearance.

Use of board's maintenance staff for some installations and projects.

Not a cure-all, but a successful technique in
school-community relations...

Merits and Difficulties of Lay Advisory Committees

After nine years,
a restudy of the pioneering
lay advisory committees
reveals interesting
facts concerning their
development, advantages,
and trouble areas...

J. H. HULL

Superintendent of Schools
Torrance, Calif.

Interest in Lay Advisory Committees to boards of education in the United States has increased since 1948 to the point where a spokesman for the National Citizens Commission recently estimated 11,000 such committees active at this time. Some 80 or 90 studies on the subject have been made throughout the country since the first study was completed in June, 1949, according to a tabulation by the National Citizens Commission.

This is a far cry from the situation that existed in 1948 when 352 letters to key people all over the United States only produced evidence of 44 such Committees.¹ (Late returns built it up to 47.) If there were more in existence then they were kept a secret from educators in each state who make it a practice to know about such things, for rumors of Committees here and there were run down on the least suggestion.

This group of 47 Committees were scattered from coast to coast, and constitute pioneers who set the pattern. They moved ahead of the crowd. What has happened to them since 1948?

Replies from 39 of the 47 reveal some interesting facts when compared with the data in the original study.

Two Patterns

The major finding in this 1956 restudy of 39 out of 47 Lay Advisory Committees that existed in 1948 is the development of the two distinct patterns of organization.

In 1948, most of the 47 were working on the premise of permanent continuing or long term self-perpetuating organizations. At least they answered "yes" to the question, "Has your organization been in continuous operation since it was organized?" Several of them had been in operation only a year or two at that time. The future pattern not clear then is now discernible.

Today, 22, or 47 per cent of the original group studied, are organized

as continuing, long range, self-perpetuating Advisory Committees to boards of education.

Twelve, or 25 per cent, use the short term specific action plan of accomplishing an assignment and then disbanding until another need when a new organization is established to fit the problem.

Five cases (less than 10 per cent) of the original group of Committees studied seem to have been abolished and ceased to exist due to change of administration, loss of leadership, lack of interest on the part of the board or superintendent or both, the absorption of the Committee's function by other organizations such as P.T.A., or purpose accomplished.

This leaves only eight Committees unaccounted for. It is doubtful if reports from the nonreplying 17 per cent could change the underlying fact that success is achieved under the two basic patterns of organization.

Short-Term Committees

The superintendents who reported that the original committee studied had been disbanded indicated that they all still believe in Advisory Committees. All but five of these disbanded Committees were organized to accomplish a specific purpose; that purpose accomplished, the Committees were disbanded. Organize, disband, and reorganize for specific objectives is their plan of operation.

The accomplishments of these short term or specific assignment groups are quite outstanding. This is what some superintendents have to say about them.

Supt. Joseph H. Vollmer, Leonia, N. J., has had experience with four committees set up to do specific jobs and says, "We have found citizen participation to be very helpful in the past and we will continue to ask their cooperation in the future. We have not tried creating a permanent lay advisory group."

Supt. H. W. Homes, of Marshall, Mich., reports that the committee was used successfully as a building planning committee.

Supt. H. A. Young, of Lebanon, N.

¹ Hull, J. H., *Lay Advisory Committees to Boards of Education in the United States*, unpublished Doctoral Dissertation, University of Southern California, 1949, p. 278. Summary published by California Association of School Administrators, 35 N. Raymond, Pasadena, Calif.

H., reports that the Lay Professional Committee was of real value for public understanding of education.

Supt. H. E. Leonard Smith, of Palmyra, N. J., reports that the committee's recommendations were made, accepted, and approved by the voters.

Supt. Wm. H. Taylor, Vicksburg, Mich., reports that the "School Study Committee" gave the board valuable advice.

Supt. Walter Scott, of Holland Mich., reports that the Citizens School Committee helped pass two bond issues.

This is sufficient evidence about the action committee or discontinued group to prove that they were of real value for the purpose for which organized. This type has ceased more or less to be a controversial subject by the forward-looking, modern school administrator. It is pretty much an accepted part of good school administration.

Long-Term Committees

The continuing variety, however, is another story, so far as general acceptance is concerned, for many superintendents are still very skeptical of them, as are many boards of education.

Statements from the superintendents whose committees were originally studied have these comments about the continuing, or long range variety of Advisory Committee.

Supt. Joseph B. Guckey, of Stephenson, Mich., says, "School community relations improving. When people share,

people care," and he feels that, "all school systems can benefit from a Lay Advisory Council."

Supt. Roy M. Deloney, Mariana, Fla., feels that the committee "is in direct contact with the public each day and that it has given sound advice."

Supt. N. D. Myers, of Palos Verdes, Estates, Calif., looks upon a lay committee as "a sounding board and a communications device."

Supt. J. H. Hull, of Torrance Calif., says the nine-year-old Torrance Committee is successful because it accomplishes the two-way communications purpose for which it was established. A by-product of that Committee's understanding seems to be the passing of five bond issues totaling 19½ million dollars, beginning in 1948 with a 4-1 vote on 1½ million dollars and showing progressive increases in the amount of support until 1955 when a ten million dollar issue passed 12 to 1. The value of a continuing Lay Advisory Committee could even be measured in dollars and cents benefits to children in this community over a nine-year period. There have been many other values in the areas of understanding, including charter amendments, annexations, curriculum, board policy, etc.

Supt. H. C. DeKock, former Superintendent of Tipton, Iowa, says he wouldn't think of trying to serve a community school system without such a council. His successor, Ralph W. Gamback, says the Committee is a suc-

cess and "acts as a sounding board."

Supt. Henry Gunn, of Palo Alto, Calif., says "the committee has helped keep the public informed about public education and its objectives."

Supt. Ralph J. Stanley, of Clarence, N. Y., says "the committee involved more people so the public became aware of needs and supported projects."

Supt. J. C. Swanson, of Oklahoma City, Okla., says "the Citizens Committee studies and interprets the program and the planning of the schools, and the purposes of the Committee have expanded with good leadership and an honest purpose."

This evidence is clear that from coast to coast in cities of varying size and composition, the chief administrators point out rather distinct advantages to the use of continuing as well as temporary Advisory Committees.

The West coast shows success in representative cities of Washington, Oregon, and California. The East coast provides proof of success in cities of New Hampshire, Vermont, Virginia, New Jersey, New York, Florida, and in between are successful Committees in school districts of such states as Michigan, Ohio, Iowa, Missouri, Oklahoma, and Kansas. It would be hard to say that it was the area, the particular training of the leadership, or the type of community. It would be much easier to come to the conclusion that it was the soundness of the idea.

A Significant Advantage

When these Committees function properly, they seem to contribute to longer superintendent tenure, or at least sufficient understanding of the superintendent and his problems, that he continues on as chief executive officer of the school system beyond the life of the average superintendent in a given community. If continuity of program is considered to be valuable, this should give some importance to the whole matter of learning how to let Advisory Committees help us with our problems.

The superintendents of schools in 18 of the communities out of 38 that reported again in 1956 were still in office according to the 1956 AASA Yearbook Roster. This is something to be considered when the average tenure of a superintendent over the nation is so much shorter. In addition, these successful school administrations have records of many achievements that cannot be ignored in evaluating these committees. A skeptic might say it was the boards or the men, not the Committees, that did the trick. The answer is that superintendents or boards of this caliber saw the value of communications long before it was popular to "include the public in," and they used this technique and it has worked.



LAY ADVISORY COMMITTEE IN ACTION

Lay advice on a regional basis was evident in a recent community leader panel for board members and professional educators intended to set the stage for an evaluation of the schools of northeastern New Mexico. Panel members included, from left to right (seated): Frank McCulloch, Raton; Noble Irish, Las Vegas; Leslie Culp, Clayton; Mrs. Harold Lavender, Raton; W. O. Culbertson, Santa Fe; (standing) Dr. William Fisher, 1956 CPEA area chairman; and John S. Johnson, 1957 area chairman.

Caution Areas

Any superintendent or board of education, however, that makes of themselves controversial personal issues with or without an Advisory Committee normally is not going to have what can be called "a successful experience."

The superintendent can make himself a controversial issue, or a split board can make him one. He in turn can do the same to the board by the manner in which he handles the program. Also, publicity-seeking individuals on or off the board can create personality controversy.

This kind of tactical error should not be blamed on an Advisory Committee when it produces bad results.

A superintendent and board working together honestly to keep the people informed will, however, have real sound results with the improved reciprocal communications that Advisory Committees provide, between the schools and the community—providing the school program is reasonably sound, and the committee keeps its place both ethically and legally speaking. If the program lacks soundness, an Advisory Committee can do much to help a board and superintendent with open minds overcome that. If a board and superintendent are bigoted, maybe a Committee can help them open their collective mind by honest, open discussion of what the people want.

Another mistake indicated is to expect too much too fast. A mistake is to hurry into them. A mistake is to make machines out of them. Counter machines always develop. When this has happened, there will be no peace until both machines disband. Another piece of advice is, "don't stack the deck," as one superintendent put it.

In one of the reported cases of failure of a permanent Committee to continue after the superintendent who organized it had moved on, his successor commented, "There eventually came to be two Committees: one pro-board and one anti-board. They have disbanded and we seem to be enjoying a rather united community at this time."

It would seem probable that this board of education became a controversial issue. There are so many ways for a board to fall into this trap that it would be rather unwise to draw conclusions—except to say that these things happen without Advisory Committees, too, and whether or not an Advisory Committee delays, hastens, or avoids the controversy depends on the particular situation, the personalities that get into the act, and their motives.

These Committees, being made up of people, are a lot like individual people. Their greatest strengths may also become their greatest weaknesses. To put it another way, the thing that makes

Successful Lay Advisory Committees should be organized for a

defined, constructive, and needed purpose . . .

should represent varying interests in the community

or school district area . . . should result in improved

communications between schools and community . . .

should have a set of guiding principles and good leadership.

them successful can also bring about their downfall.

An Advisory Committee can be the means of uniting a community, and it can also be the means of dividing a community. Fortunately, even those organized with an ax to grind often muddle their way through to a better understanding of the schools.

It can be the means of accomplishing important educational aims. It can also be the means of blocking action. They are what they are made to be by the people who lead and participate.—Is this not true of any group? It's nothing new. It's true of a schoolroom, a governmental body, a church, or even an individual, as well as a community, a whole school, or a football team. Avoiding the role of a super board or pressure group control is the Advisory Committee's problem. Ethical standards of conduct and observance of the legal status of the board easily solve this problem. But like most any other organization, Advisory Committees cannot be evaluated apart from their leadership.

It has become a popular pastime in some communities in America to use schools and school issues and school-connected positions to climb the social ladder, gain power, and prestige, and prove that one is a civic leader to one's neighbors. When this operation is carried on unbridled by competing groups and individuals, it can create havoc, Advisory Committee, or no Advisory Committee, the group of citizens which is organized to gain power and control of the schools has to be faced often by boards and superintendents. Fortunately, lack of sincerity in their aims seems to find them out sooner or later.

The fact is, however, that Committees with well thought out objectives, who abide by a set of guiding principles, who are not hand-picked henchmen of

some group or other, and who stick to their established objectives have a very high potential for success. They also need good leadership to accomplish good results.

Hints for Successful Committees

Advisory Committees should always be organized for a defined purpose. They should seldom be organized just because someone else has one. A way should be found for the community to select its own representatives, by organization, by geography, by selection committees, or by a combination of these.

Their only legitimate purpose is to aid the board and the schools accomplish some constructive and needed objective through improved understanding of what the schools are doing and what the community wants.

When a Committee's work is reduced to its basic function, regardless of the stated goal (and this applies also to the short term action variety), analysis will reveal that the results were achieved because improved communications produced a broader base of understanding between schools and community which resulted in more co-operation and acceptance of common objectives.

Lack of understanding is still the greatest enemy of public education and good face-to-face communications is by far the best friend of public education.

The people are learning this and so are school administrators.

Advisory Committees are not a panacea to cure all ills of school-community relations. But they are one of the techniques of school-community communications that have proved their value. If the word "communications" were only a little more dynamic and picturesque expression, it might be a little easier to get this basic function of Advisory Committees understood, and accepted as a major purpose by more groups.

Scope of Board Authority to Dismiss Teachers

STEPHEN F. ROACH

Editor, *Eastern School Law Review*, Jersey City, N. J.

While the matter of securing and employing teachers is an ever increasing problem affecting operations of most American school boards today, occasions do arise when the matter of dismissing a teacher becomes one of critical concern to an individual board of education.

Certainly it is this latter aspect of teacher employment that is a frequent cause of litigation and also, unfortunately, the precursor of a deterioration in school board-teacher staff (and perhaps board-community) relations.

A significant case, in this regard, was recently decided in the California Court of Appeal.¹

Facts of the Case

On or about March 29, 1955, written charges in the form of an accusation against Riggins, a probationary certificated public school teacher in the San Diego Unified School District, were filed with the district board of education. The accusation contained a request that Riggins be dismissed from his position as a junior high school teacher "for the cause of physical disability . . . which cause relates solely to the welfare of the schools and the pupils thereof."

The accusation also charged: (1) A medical examination by school district examiners, as was provided by existing regulation, showed that Riggins was the victim of a disease known as *sarcoidosis*; (2) There was a likelihood that the disease might incapacitate Riggins, and result in his prolonged absence at a future date "which would adversely affect the welfare of the District and the pupils thereof"; (3) To continue Riggins in employment, and grant him permanency, "would conceivably affect the sick leave program of the District" were it necessary for him to be hospitalized or absent from his duties "because of the known illness"; (4) Curative measures and therapy which Riggins had undergone "have not at this time resulted in sufficient cure to warrant his being recommended for permanency and a life contract in this District."

At a hearing—held on April 29, 1955, under state auspices—the hearing officer found the cited causes to be valid reasons for dismissal.

At this hearing it was also found that the nature of the disease was such "that it increases the probability of morbidity

and mortality of persons afflicted . . . in a very substantial percentage of cases above normal," and that "both the welfare of the School District and of the pupils therein would be affected by the employment of a teacher suffering from a disease with said increased rates of morbidity and mortality and the resulting absences therefrom."

As a result of these findings, the state hearing officer recommended against Riggins' permanent employment.

On May 3, 1955, the board of education filed its decision and ordered that Riggins be dismissed at the close of the then current school year. Riggins then brought suit to prevent the carrying out of this order. The lower (Superior) Court denied his petition, which denial he was now appealing.

The Issues

The basic issue in this case, of course, was whether or not the action of the San Diego board, in dismissing Riggins, was a valid one.

However, a second issue—and one of considerably greater significance to all school boards, in California and elsewhere—related to a board's responsibility to be concerned with the *future* (as well as the *present*) welfare of the district schools and pupils. Specifically at issue, in the present case, was that aspect of such board responsibility as was concerned with teacher employment and dismissal.

Findings of the Court

In its opinion the present court first pointed out the "well settled rule" that, in reviewing a decision of the lower (Superior) Court—which decision had upheld the determination of a local administrative agency, viz. the local board of education—the power of the reviewing (appellate) court "begins and ends with the inquiry whether there is any substantial evidence . . . which in and of itself will support the conclusion reached by the [lower] court."

In this particular instance, the opinion continued, the weight of the evidence substantially supported the findings of the state hearing officer and the San Diego board of education that a cause for Riggins' dismissal existed, and that the cause so found—his probable prolonged future illness and attendant absence from classes—related "solely to the welfare of the schools of the district and the pupils thereof."

After noting that existing statutes permitted the local school board to dismiss probationary employees "for cause only," the court emphasized that, while the determination of the board as to the sufficiency of the cause for dismissal would be conclusive, the cause itself had to relate "solely to the welfare of the schools and the pupils thereof."

In this connection, the court commented that the school district might thus select any basis for the dismissal of a probationary employee so long as the cause actually met the condition of relating solely to the welfare of the pupils and the schools.

And once having determined that the cause for dismissal existed, the board *did not* have to prove that the cause was sufficient, but only that it related to the welfare of the schools and the pupils.

The opinion then concluded: "There is substantial evidence in the record that [Riggins] has a disease which, due to its nature, probably will result in his being absent from his duties more often than the normal teacher, in the event that he becomes a permanent employee of the district and receives tenure. This and other evidence sufficiently supports the finding and conclusion of the board that the cause conclusively found to exist relates solely to the welfare of the schools and the pupils thereof. The circumstance that appellant's condition may not have a present effect on the schools and pupils does not prevent the board from determining that his future condition may relate to and affect the district and its pupils."

Therewith the present court affirmed the lower court judgment and upheld the dismissal action of the San Diego board of education.

Significance of the Case

In addition to the Court's conclusion that the board's dismissal action, in so far as it pertained to Riggins' individually, was permissible and lawful, it would appear that the following legal principles of *general application* were also validated:

1. When a medical examination, conducted in accordance with existing regulations, discloses that a probationary teacher will in all likelihood be subject to prolonged future absences—because of a present illness causing probable future physical incapacity—the local board of education may properly consider such future absences to have an adverse effect on the welfare of the district and its pupils.

2. Probable future teacher absence, prolonged in nature and more-than-normal in amount, is a valid cause for a board refusing permanent employment to the teacher concerned.

3. In exercising its authority to continue or discontinue the employment of a district teacher, the local board may properly consider the effect of the individual teacher's probable, more-than-normal absences on the district's sick-leave program for its employees.

4. In order to show an abuse of discretion on the part of a board of education, it must be shown that there is no substantial evidence in the record to support the board's discretionary act.

5. The judicial review of a court decision upholding a local board teacher dismissal action will be concerned only with the determination of the presence or absence of any substantial evidence to support the original court decision.

¹Melvin L. Riggins v. Bd. of Educ. of the San Diego Unified School District; cited as 300 P.2d 848 in the West National Reporter System.

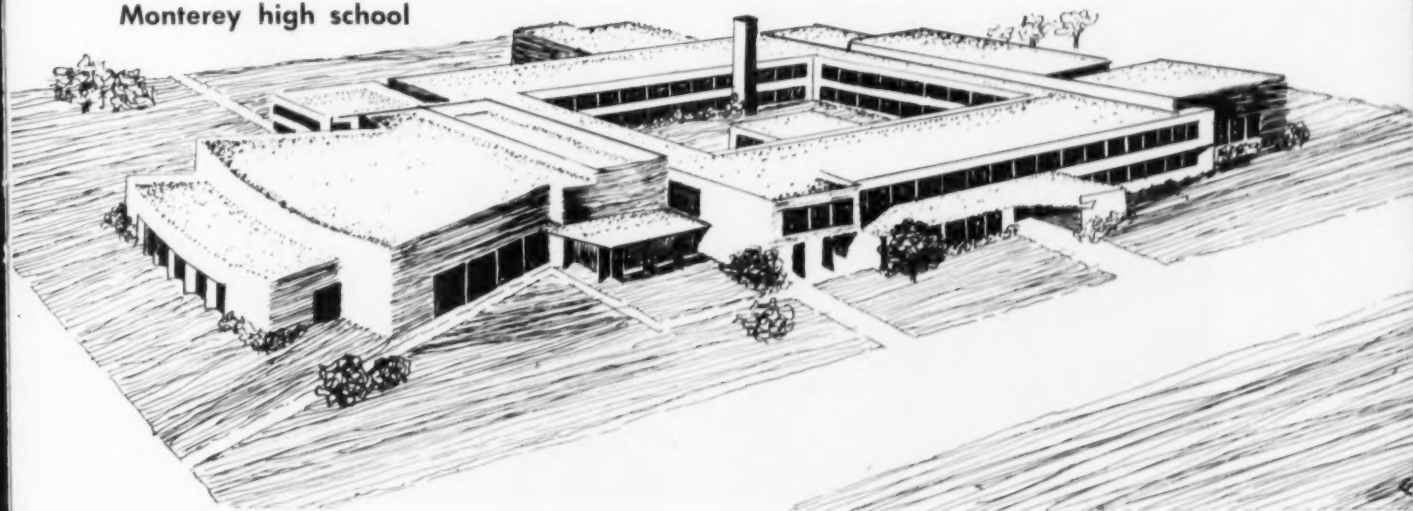
Lampasas high school



Economical in construction, functional in design, attractive and modern in appearance: this selected representation of secondary plants illustrates how they are—

Building High Schools in Texas

Monterey high school



LAMPASAS HIGH SCHOOL



The main entrance to the Lampasas high school, Lampasas, Tex. — Philip G. Norton & Associates, architects, Bryan, Tex. H. C. Ballew is superintendent in Lampasas.

The new high school for the Lampasas, Tex., Independent School District provides a complete instructional plant, economically built, but at the same time durably constructed for easy and inexpensive maintenance.

One of the primary physical requirements was good ventilation; another was good natural light without glare. To fulfill these requirements, a model of a typical classroom was built and tested in the laboratory of the Texas Engineering Experiment Station at Texas A & M College. Subsequent tests indicated proper inlet and outlet openings for ventilation, proper type of windows, the need for a south window overhang, etc.

The single-story plan of the school, with part of the classroom wing being served by open passageways, allowed lighter construction materials and easy pupil access to the outside.

How the specially difficult problems of ventilation and lighting were handled in the Lampasas plant is illustrated in these views of a typical classroom (right) and the library (below). Tests of models indicated the need for louvers, overhangs, sloping roof to provide good lighting without glare; proper inlet and outlet openings and proper windows were provided for good ventilation.



The stage end of the Lampasas cafetorium (right) which, as an auditorium, seats 600 and can be used for community meetings. Below is a view of the gymnasium with folding bleachers and with its rather unusual wood-frame roof.



Areas Provided

Lampasas provides 12 classrooms for 480 students, grades 9 through 12. There is also provision for two commercial rooms, two laboratory rooms, a library, a music room, a study hall, a teachers' room, and seven offices for administration, guidance, and health.

As Lampasas is in the heart of a farming community, the development of a farm shop was of great importance. The co-operation of farm shop instructors, the architect, and the Texas A & M faculty members produced a shop that permits the operation and repair of the latest type of farm machinery and encourages students to become familiar with the most recent developments of experimental farms.

The auditorium-cafeteria was designed to accommodate student lunch needs and the urgent requirements of community groups for banquets, meetings, etc. Placed with the library in one section of the building, the cafetorium can be separated from the classroom wings for easily accessible community use.

The farm shop and physical education facilities are also separated from the classrooms so as to cause a minimum amount of disturbance to these instructional areas.

Construction Materials

Economy was a guiding factor in the selection of materials of construction. Steel columns and beams, structural concrete slabs, and wood joints and floor deck were finally selected after much cost analysis. An example of the maintenance factor which also determined material selection, however, was the glazed tile wainscot in corridors with less durable plywood and plaster board placed above where wear is not so great.

As a result of careful, co-operative planning by school officials, school staff, and architect, as well as the testing method mentioned earlier, the Lampasas high school had a total contract cost of \$376,233 and a total cost of \$396,233; a contract cost per square foot of \$7.47; and a total cost per pupil of \$825.

LEGEND

1. CLASSROOM
2. GIRLS
3. BOYS
4. CHEMISTRY-PHYSICS
5. BIOLOGY
6. COUNCILOR
7. STUDENT WORK ROOM
8. TEACHER WORK ROOM
9. TOILET
10. TOILET
11. PRINCIPAL
12. SECRETARY
13. SECRETARY
14. TOILET
15. SUPERINTENDENT
16. VAULT
17. OFFICE
18. WORK ROOM
19. LIBRARY
20. BOOK STORAGE
21. LOBBY
22. CAFETERIA AREA
23. AUDITORIUM
24. DRESSING AREA
25. STAGE
26. DRESSING AREA
27. BAND ROOM
28. STORAGE
29. OFFICE
30. JANITOR
31. STORAGE
32. STORAGE
33. TABLE STORAGE
34. BOOKKEEPING
35. KITCHEN
36. TYPING
37. GOLD STORAGE
38. SERVICE
39. VESTIBULE
40. TRAY RETURN
41. PLATFORM
42. SERVICE PORCH
43. GARBAGE
44. TOILET
45. DRY STORAGE
46. GIRLS
47. BOYS
48. TOILET
49. CUSTODIAN
50. AGRICULTURE
51. HOMEWORKING NO. 1
52. LIVING AREA
53. HOMEWORKING NO. 2
54. TOILET

55. OFFICE
56. STORAGE
57. TOILET
58. AGRICULTURE LAB
59. STORAGE
60. P. E. CLASSROOM
61. OFFICE
62. TICKET BOOTH
63. COVERED PASSAGE
64. GYMNASIUM
65. ENTRY
66. STORAGE
67. P. E. BOYS DRESSING
68. BOYS
69. BOYS
70. BOYS SHOWER
71. BOYS SHOWER
72. BASKET ROOM
73. BOYS TEAM DRESSING
74. STORAGE
75. WOMEN
76. MEN
77. ENTRY
78. STAIR TO GIRLS MEZZANINE
79. FOLDING BLEACHERS
80. CORRIDOR

GRAPHIC SCALE
0 10 20 30 40 50



MONTEREY



An exterior view of the main entrance-lobby area of the Monterey high school, Lubbock, Texas, is shown above. Below is an illustration of Monterey's expansive library, the heart of the school's instructional facilities.



The educational program provided at Monterey high school in Lubbock, Tex., is designed to afford each and every student an opportunity to learn those facts and to develop those skills and attitudes which are necessary for competent, mature, living and for participation in our democratic society.

An individual program of study is planned for each student, which takes into account his abilities, his individual goals, and the requirements of our culture. The student at Monterey is able to work at his problems in an environment of adequate facilities which have been planned with his individual needs in mind.

The library, as center for teaching-learning materials, is centrally located in the physical layout of the building; it is arranged to provide the resources and the stimulation necessary for an educational program which is rich in ideas and which stresses critical and rational thinking, reading and listening with understanding, and the expression of thoughts orally and in writing with clarity and effectiveness.

CONSTRUCTION MATERIALS

Steel frame and load-bearing masonry basic construction;
Brick facing and limestone trim.
Built-up roof on poured gypsum deck.
Asphalt tile floors in corridors and classrooms.
Plaster walls in classrooms.
Steam, unit-ventilator heating.



SENIOR HIGH SCHOOL

A two-story, compact structure
designed to offer its
students individual study programs

The adequate provision which has been made for health and physical education activities emphasizes the importance which is attached to good mental and physical health. Completely equipped, modern science laboratories give testimony to the importance attached to understanding the technology of the twentieth century and the need for specialists in various scientific fields.

Monterey's five home-economics laboratories underline the desire to enhance conditions that are conducive to effective home and family living and thus strengthen the family as a powerful supporter of our democratic way of life.

Layout of the School

Monterey high school, a two-story, compact structure designed in a contemporary mode, is intended to accommodate 1500 students. Although students from the 9th through the 12th grades attended Monterey during its first year of occupancy, the plant was designed to serve only senior high school students.

Its basic construction is steel frame and load-bearing masonry with an exterior facing and trim of face brick and limestone.

The roof is built up on a poured gypsum deck.

The building contains 35 "general" classrooms and 21 "laboratories." The home-

economics department consists of a home-making, two clothing, and two food rooms. There are four areas for science; a speech laboratory; shops for woodworking; general metalworking, vocational agriculture, and drafting; two rooms for arts and crafts; five commercial classrooms and two distributive education laboratories; and facilities for journalism instruction.

In addition, there are study halls and a gymnasium for boys with the latter seating 1500 persons for athletic events, a library and large bookroom, and an auditorium that furnishes seating for 1770 spectators.

Also included are offices for administration and for department heads, ample rest rooms and conference areas, storage facilities, and a modern, completely equipped cafeteria.

Construction Materials

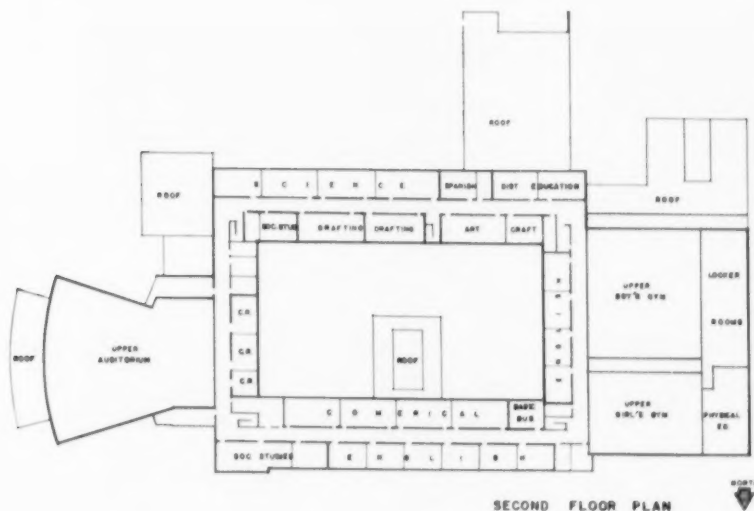
The corridors in Monterey have glazed tile wainscots, asphalt tile floors, and terrazzo stairs. The classrooms have plaster walls, acoustical tile ceilings, and asphalt tile floors. Lighting is both incandescent and fluorescent. Toilet rooms have ceramic tile floors, glazed tile wainscots, and plaster walls above with plaster ceilings.

The auditorium has cork flooring, plaster



LUBBOCK, TEX., BOARD OF EDUCATION

Greatly responsible for the functional, economical, yet attractive Monterey high school in Lubbock, Tex., was the district's able board of education. Members are, left to right (standing): Paul Pugh; John Christmann; R. S. Wilkinson; James H. Whiteside. Seated, in the same order: T. O. Murphey, secretary; W. H. Evans, president; Ruel Martin, vice-president. Dr. Nat Williams is superintendent there.



walls above a roman brick wainscot, and large-pattern acoustical tile ceilings.

Heating is by steam with unit ventilators in classrooms and other areas.

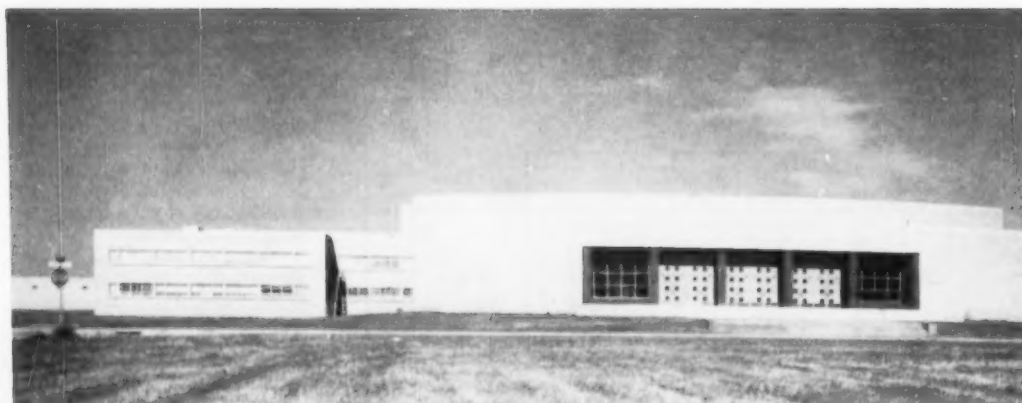
Cost of the Building

The plant contains 213,291 square feet and was constructed at a total contract cost of \$2,364,728 or \$11.08 per square foot. The total cost of the structure, including site, architect's fees, and equipment was \$2,912,730.

As part of the site development, basketball courts, tennis courts, and softball fields contribute to the outdoor physical education facilities. There are also bleachers with a seating capacity of 2000 in connection with a football and track practice area.



The girl's gymnasium (above) serves the physical education program of the school, while the boy's gymnasium, larger of the two, has bleachers for seating 1500 spectators at inter-scholastic activities. The auditorium (left) has a seating capacity of 1770.



An exterior view of the main entrance to the auditorium and (left) the music department of the Monterey high school — Atcheson, Atkinson & Cartwright, architects, Lubbock, Texas.

Opening of Chicago's new Jane A. Neil school for the physically handicapped has focused public attention on a facet of public school education that seeks to salvage the bodies, limbs, muscles, and other facilities of handicapped children, while educating them to the limitations of their ages and capabilities.

This school, four companion schools, and many special classes scattered throughout Chicago are part of the special schools division of the Chicago board of education. Mrs. Frances A. Mullen, assistant superintendent is in charge of the division.

A force of thoroughly trained personnel including 109 teachers, 27 physical therapists, 86 bus and crippled children's attendants serves more than 2000 boys and girls on their daily trek to and from their homes and during their hours at the special schools. A fleet of 46 buses—contracted for annually—calls for and returns the pupils to their homes, and serves them in other ways.

While these children are being conveyed to and from school under the protection of trained attendants, a corps of 50 teachers from these schools brings educational classes to "shut-ins" in 15 of the foremost Chicago hospitals. These teachers keep bedridden pupils abreast of their classes and often prepare them for graduation. Many diplomas are earned and awarded annually at hospital bedsides.



A student at Jane A. Neil school in Chicago receives ultra-ray treatment, one of the many special services provided by this complete school for physically handicapped children.

This, the story of the Jane A. Neil School for physically handicapped children, brings to mind the pioneering that was done by the Chicago board of education in this field of education. Original classes for physically handicapped children were started in 1899. In 1907, the board of

education made educational history by erecting the Spalding School for crippled children—the first school building in the nation exclusively for crippled children with Jane A. Neil as principal. Because of its contribution, it was necessary to add a new section to it in 1928. In 1942,

JANE A. NEIL

Chicago's Complete School for the Physically Handicapped



JOHN F. DELANEY

Director of Public Information
Board of Education, Chicago, Ill.



A drawing of the exterior of the Jane A. Neil school for physically handicapped students, Chicago, Ill. — John C. Christensen, architect, Chicago, Ill.
Dr. Benjamin C. Willis is superintendent.

the Spalding High School for Crippled Children was added.

Areas Provided

Facilities of the new Jane A. Neil School have been combined with a Kindergarten-Primary school. They include: kindergarten, nursery room, speech therapy room, sleeping room, psychologist's office, treatment record room, assembly-gymnasium, treatment room, lunchroom, teachers' restroom, bus drivers' room, bus loading platform, nine classrooms, administration suite, library, adjustment room, physiotherapy room, 2 hydrotherapy rooms, 4 treatment booths, shower and dressing room, kitchen, attendants' room, receiving room, and fan and equipment room. The cubical content of the new building is 760,000 cubic feet.

Many special features are built into the schools for physically handicapped children. Ramps and loading platforms replace stairways in sections of the building — no stairs or door sills impede the movement of pupils on crutches or in wheelchairs. Automatically opening doors to toilet facilities are a convenience — they open when the weight of a wheel chair or a

child on crutches nears them. All parts of the building are accessible to pupils. Handicap aids of various kinds are provided, including dark green curtains and Venetian blinds.

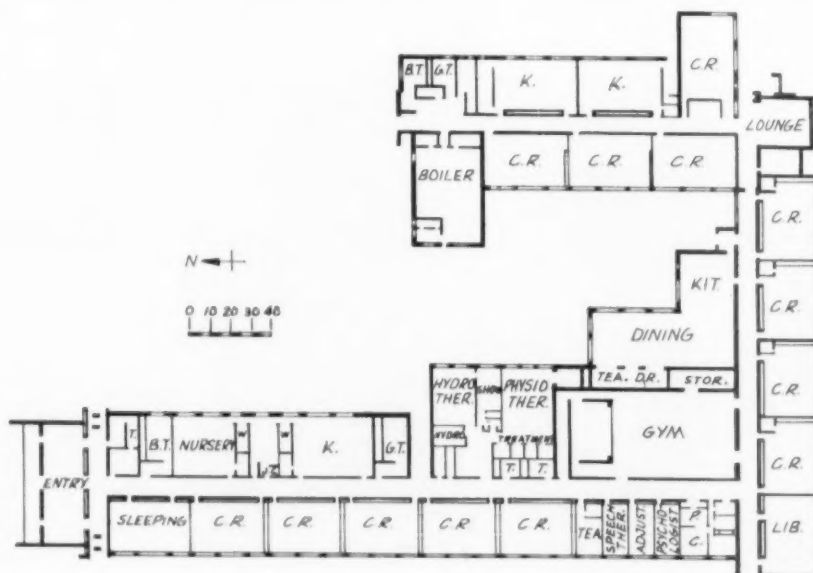
The pupils of this and other Chicago public schools for the physically handicapped learn to smile and play early — encouraged as they are by the fine teachers who give so much attention to them. This is one of the phenomenons that attract visitors who realize these pupils are suffering from cerebral palsy, cardiac conditions, poliomyelitis, and other crippling children's maladies.

Physical therapists provide massage, hydrotherapy, heat and light treatments, corrective exercises ordered by the child's physician are all part of this service. Speech therapy is also on the educational program.

Specially trained teachers direct a realistic educational program contingent upon the abilities and physical being of the child. Cots constructed of light aluminum — so light in weight that even small children can handle them — help in furnishing the possibility of rest to the pupils when the need is apparent.

The general corridors of the school are spacious and equipped with hand railings as a convenience for those who are encouraged to visit other parts of the school under their own powers; standing tables furnish the possibility of play for children unable to hold themselves erect without supplemental help. The pupils, too, are encouraged to exercise their weakened muscles and it is not uncommon to see a game of basketball or volleyball in the gymnasium played by children in wheel chairs or on crutches.

A floor plan of the Jane A. Neil school, showing the arrangement of the plant's special rooms as a core for the kindergartens, classrooms, and other rooms found in typical elementary schools.



Better Management Through Comparable School Figures

ELAINE EXTON

In their continuing to stretch school dollars, boards of education will find the new U. S. Office of Education handbook, *Financial Accounting for Local and State School Systems*, a valuable aid. This unique publication provides the basis for an accurate and meaningful financial accounting system. It should make possible a realistic appraisal of facts deemed essential for efficient school management geared to achieving maximum benefit from money expended.

The five national education associations which co-operated with the U. S. Office of Education in conducting this study—the National School Boards Association, the American Association of School Administrators, the Association of School Business Officials of the United States and Canada, the Council of Chief State School Officers, and the Department of Rural Education (NEA)—have officially approved its findings as “the basic guide” to public school financial accounting and recommended that federal, state, and local agencies effect its use promptly and completely.

Their united front stems from their recognition of the need for reliable educational information and the hope that universal use of the manual's standard accounts and terminology will, among other things, help to insure appropriate initial recording of financial data, facilitate comparisons of financial information among communities and among states, enable local and state educational authorities to obtain more suitable information for policy determination, improve the accuracy of educational research, and facilitate reliable reporting to the public on the condition and progress of education.

Significance to School Boards

For nearly a hundred years educational leaders have striven to establish an instrument which would be the basis for comparable financial information on education. Now, available for the first time, are detailed standard receipt and expenditure accounts classified and defined for easy usage and based on the recommendations of a broad cross section of practicing school people—school board members, school administrators, school accountants, and others.

Why is this important? Because, as the handbook explains, “standard accounts and terminology are the foundation for ac-

curate recording, reporting, and interpretation of financial information. Only when basic items of financial information have the same meaning everywhere in the nation, can they be used profitably for all purposes.”

As presented in the handbook, a *standard financial account* signifies a heading or label that has been defined to mean the same thing throughout the country. Under such a title one school district would record exactly the same kinds of financial information that every other would. In other words, “Salaries of Teachers”—which represents the largest single expenditure for most school districts—when used as a *standard account* would include *teachers' salaries only* wherever noted. On the other hand when designating a *nonstandard account*, this same heading, might, in some cases, include teachers,' supervisors,' principals,' and even superintendents' salaries, and in others, teachers' salaries alone.

The ramifications of the new manual are many, but they take their roots in two primary needs for comparable financial data about the public schools: the need for accounts which have the same definitions from place to place; and the need for accounts having the same definitions from one period of time to another.

With respect to both policies affecting the day-to-day management of the schools and policies governing long-range planning, a school board needs and looks for information from sources outside the school district, for instance from other school districts, state departments of education, national organizations, or research publications.

Yet, in utilizing a piece of financial information from an outside source, a school board has no assurance that it actually means what it appears to unless the school district is using *standard accounts*. For example, in some school districts, an expenditure for textbooks might cover texts, library books, and periodicals, while in others it might simply signify purchase of textbooks.

Another striking illustration of such differences can be found in examining the account “Capital Outlay.” In some school districts, an expenditure for the replacement of a motor vehicle might be included under capital outlay, while in others it might be listed under current expense as a maintenance of plant expenditure. Differ-

ences in recording expenditures also exist with respect to such items as remodeling a building to obtain new classrooms, replacing the roof of a building, repairing floors and stairs, installing a new heating system, and many others.

The primary need for comparable financial information from one period of time to another becomes apparent in trying to determine the trend in expenditures for school buildings—whether more or less money is spent from one year to another. If the definitions of such accounts as “Capital Outlay,” “Maintenance of Plant,” “Remodeling,” “Replacements,” and others are different from year to year, there is no way of knowing whether the similarities or differences that occur from one year to another are “real” or due to the inclusion of different factors.

Besides the benefits accruing in day-to-day management and long-term planning, the local school district gathers dividends from the use of standard accounts and terminology in other ways.

A very substantial portion of the financial information and research on which county, state, and federal educational decisions are based originates in the accounts kept by the local school district. When these are standardized, the summaries of public school financial information at the different levels of government provide an authentic picture of existing conditions thereby opening the door for educational decisions based on fact.

Standard Accounts Main Focus

It is important to note that the emphasis in the new handbook is on standard accounts and terminology rather than on accounting systems. This makes it possible for a school district to reap the benefits that come from such accounts while at the same time being able to tailor its own accounting system to meet specific local requirements.

Just as standard blocks are used to build different kinds of structures, Dr. Paul L. Reason, specialist in Educational Records and Reports with the U. S. Office of Education, explains, so can standard accounts be used to build different kinds of accounting systems.

The accounts in the handbook are arranged in a classification that is adaptable to school districts of all sizes and descriptions. With minimum accounts recommended for all school districts, and additional accounts for those who wish to expand their accounting systems, the handbook offers answers to the recording of just about any receipt or expenditure of money a school district might have. Most of the common and not so common receipts and expenditures are treated specifically, but for those which are not, the handling of similar items provides expert guidance.

The major emphasis of the “Receipt Accounts” is upon showing where the money for the schools is obtained, and how it is raised. To this end, receipts are classified as to source—local, intermediate, state, or federal—and as to the method of production—by taxes, tuition, sale of bonds, loans, and so forth.

The chief emphasis of the “Expenditure Accounts” is on function, or showing the

purpose for which the money is spent, although there is a secondary emphasis on objects purchased, as, salaries, textbooks, fuel, etc. In line with the main emphasis, the classification for expenditures is broken down into these major subdivisions: Administration, Instruction, Attendance and Health Services, Pupil Transportation Services, Operation of Plant, Maintenance of Plant, Fixed Charges, Food Services and Student-Body Activities, Community Services, Capital Outlay, and Debt Service.

A signal example of how the accounts reflect a sensitiveness to the times is illustrated by the "Community Services" account. Here are recorded expenditures for such projects as community playgrounds, community gatherings, and welfare activities. Because expenditures for such services are over and above the primary function of providing education to pupils in the public schools, they are not elements in the cost of educating a pupil. An individual major account for community services provides a convenient means for separating such expenses from per-pupil cost figures, while at the same time making it possible to account in a realistic manner for all school district expenditures.

Clearing Accounts

A fresh approach to an old problem is found in the handbook's classification and definitions of "Clearing Accounts" developed for use in conjunction with the standard receipt and expenditure entries. These accounts make it possible to handle in realistic fashion many bothersome transactions such as petty cash, securities, current loans, deductions from payroll, refunding bonds, abatements, insurance adjustments, and interfund transfers. Because these transactions have a duplicating effect, they tend to distort the financial status of a school district, if not handled properly.

As an example of how the "Clearing Accounts" operate, consider the handling of current loans which the manual defines as loans that are paid back in the same fiscal year in which the money was borrowed. Because of their common occurrence and doubling characteristics, they present an accounting problem for many school districts.

The doubling effect of a current loan is to be found in these four stages taking place within the same fiscal year: (1) obtaining the loan; (2) expending the money provided by the loan for goods or services; (3) receiving tax money to pay off the loan; and (4) repaying the loan.

When these four stages are all recorded under the regular receipt and expenditure accounts, the "Receipt Accounts" for any given current loan will show twice as much money received, and the "Expenditure Accounts" twice as much money expended for the actual amount of goods or services obtained. Using "Clearing Accounts" eliminates the duplication in the receipt and expenditure entries by providing an accurate, but separate, accounting for the receipt of money from the loan itself and for the actual repayment of the loan.

Comparable Per-Pupil Cost Figures

Another innovation in the handbook is

the standardization of the elements that go to make up per-pupil cost figures. Two chapters (the Seventh and Eighth) are devoted to this tricky subject. Chapter seven standardizes the procedure for computing a per-pupil cost figure. It presents the specific expenditures that should be included, the pupil unit of measure to use, the period of time for which the figure should be computed, and how the problem of costs for different programs should be handled.

Chapter eight describes several methods for prorating expenditures and also suggests the preferred methods to use with particular outlays. Just about all school districts have instances where a single expenditure covers more than one purpose. For instance, it is not at all uncommon for a school district to have a single fuel bill covering fuel for both elementary and secondary schools, or to pay a single salary to a person for janitorial services and driving a school bus. Chapter eight tells how expenditures of this kind should be recorded.

Commenting on the importance of these two chapters to school districts striving for reliable cost figures, Dr. Fred F. Beach, chief, State School Administration, U. S. Office of Education, stated: "It is anticipated that these two features of the handbook will do much toward bringing order out of the confusion of conflicting cost figures. With cost figures of all kinds and descriptions being quoted and used, a standard guide to the make-up of a per-pupil cost figure should prove a most valuable tool for efficient school management."

Other Features

Another of the puzzling problems in school financial accounting is the one of deciding from among thousands of articles purchased which should be listed as supplies and which entered as items of equipment. Yet, it is important to come up with the right answer since this constitutes a significant factor in determining the account under which the expenditure for an article should be recorded. For example, the answer may often determine whether an expenditure should be entered as current expense or capital outlay, or whether money spent should be listed under instruction or plant maintenance.

To help in obtaining the right answer for each article purchased, the manual supplies practical guides in the form of easy-to-use criteria for classifying such articles as furniture, films, and hand tools as either supplies or items of equipment and furnishes a detailed alphabetical listing in which each article is identified as a supply or a piece of equipment.

In addition a glossary standardizes the definitions of terms necessary to common understandings concerning accounting procedures for schools. There is also a "Guide for Recording Receipts and Expenditures," arranged in alphabetical order, to aid in quickly locating receipt or expenditure items and the account number under which a transaction should be recorded.

How Developed

Climaxing more than two full years of concentrated work, the handbook's publica-

tion marks a milestone in the field of school financial accounting. During this time nearly two hundred representatives of the co-operating organizations worked together through three national conferences, eight regional conferences, and a series of special committee meetings to produce this practical guide.

Appointed by their respective organizations these delegates were top men and women in their fields who brought to bear the viewpoints of the school board member, the school administrator, the school accountant, and other specialists.

The project got under way in September, 1954, with a policy committee meeting called by the U. S. Commissioner of Education. Here agreement was reached on the over-all plan for conducting the study and the steps to be taken to utilize to the fullest the available resources of the co-operating groups.

Next a planning conference composed of representatives of the five co-operating associations and the U. S. Office of Education was convened (November 22-23, 1954) to determine the publication's scope and content. Following the guidelines established at this meeting, Paul L. Reason, Office of Education Specialist in Educational Records and Reports, compiled a preliminary draft of the handbook which was later revised to incorporate the suggestions of a committee of three representatives of the Association of School Business Officials of the United States and Canada and U. S. Office of Education staff.

The resulting document was subjected to a painstaking page-by-page review by 27 representatives of the co-operating agencies at a National Conference on Financial Accounting held in August, 1955.

Then, in January and February, 1956, a series of eight three-day regional conferences considered the revised draft embodying the recommendations of the first national conference. The suitability of the handbook under differing local and state conditions was tested. The regional conferences revealed complete agreement on the great majority of items in the revised preliminary manual.

The relatively few issues on which differences existed became topics for consideration at a second National Conference on Financial Accounting held on June 18-20, 1956, made up, with few exceptions, of the same people who were present at the first national conference. Here existing differences were thrashed out and final decisions about the contents reached.

Now available as U. S. Office of Education Bulletin 1957, Number 4, *Financial Accounting for Local and State School Systems*, may be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Action Underway

Action toward putting this handbook's recommendations into practice is already considerable. Able and enthusiastic leadership provided by state department of education staffs and local school administrators has, at this writing, resulted in incorporating the handbook's recommendations into the accounting and reporting systems of four states, and is sparking the activities of statewide committees in five others.

In your new building: a special audio-visual room
or each classroom with A-V facilities . . .

Planning Schools for Use of Audio-Visual Tools

AMO DE BERNARDIS

Assistant Superintendent, Portland, Ore., Public Schools

New construction methods, new materials, new ways of doing things seem to be an accepted fact in our rapidly expanding scientific culture. The school building being constructed today is as different from the little red schoolhouse as the fuel injection automobile is from the Model T. We have achieved better lighting, good acoustics, adequate heating, color dynamics; in fact, the fruits of our scientific and industrial research have been brought to bear on the entire schoolhouse.

At the same time that great strides were being made in the construction field, the same type of advance has been going on in the area of instruction. No longer is a single textbook considered adequate for instruction and the stationary desk has given way to modern furniture which can be adapted to the needs of a variety of teaching and learning situations. Just as technology has given the doctor the electron microscope and X ray, so has the research laboratory given the teacher new tools for teaching. Motion pictures, radio, television, color slides, opaque projector, and microprojector are available for the classroom teacher. These tools are not just added classroom gadgets; they are essentials to making the instructional program more effective for the pupils.

To use these tools with maximum efficiency the physical facilities must be designed to encourage their use. The full potential of these newer teaching tools cannot be realized in a poor physical environment. To put up school buildings today without providing facilities for the use of films, radio, television, and other types of audio-visual aids means that the building is out of date the day it opens. The facilities necessary for use of visual aids are:

1. **Ventilation.** Proper ventilation is a "must" if such aids as films, slides, or any type of projected material is used. Some type of mechanical ventilation should be provided.

2. **Acoustics.** Proper acoustical treatment of any instructional area in the school is an important consideration. Noth-

ing is as tiring to the teacher as a room which has poor acoustics. The use of radio, sound films, television, and recordings emphasizes the need for proper acoustics in each of the instructional areas.

3. **Light Control.** Adequate light for all types of tasks which are carried on in the classroom is a "must." Whether this illumination is provided by artificial means or by daylight or a combination of both, it is important that it be controlled. This means that the teacher can easily control the light for the various types of learning he wishes to carry on in his classroom. Reading, writing, drawing demand one level of illumination while the amount of light for using an opaque or microprojector is much less. Being able to control

the light so that it can meet varying teaching conditions is an important consideration in building design.

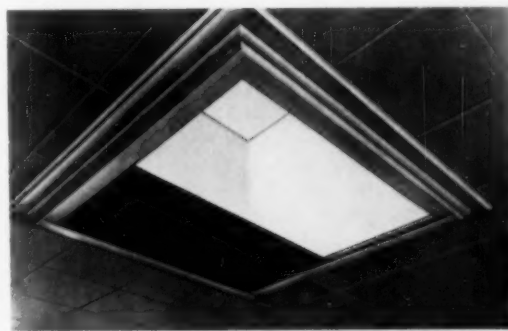
4. **Electrical Service.** Today the effective teacher will use many types of equipment and devices which will require electricity. Convenient outlets should be provided on each of the four walls of the classroom. They should be designed to take a load of at least 20 amperes.

Solution to the Problems

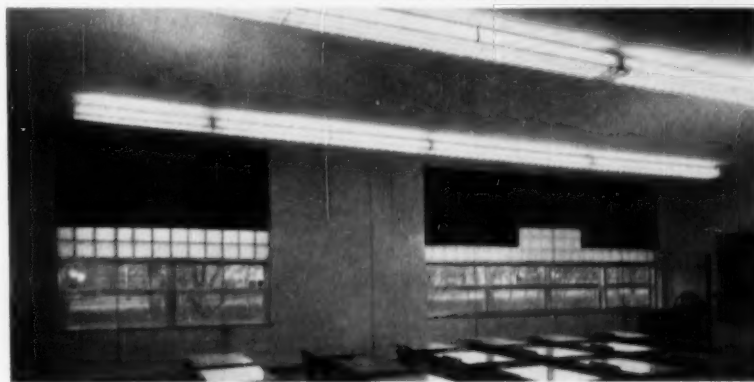
In planning for the use of audio-visual aids in new school buildings the need is usually taken care of in one of two ways:

(Concluded on page 76)

Two types of natural
lighting control, for
toplighting (right) and
for side windows (below):
a "must" in each
area to be used for
audio-visual tools.



— Photos courtesy Luther O. Draper Shade Company



THE AMERICAN School Board Journal

An Independent Periodical of School Administration

William C. Bruce, Editor

PRESSURES ON SCHOOL BOARDS

IN A democracy public authorities, like boards of education, are under constant pressures. Many of these pressures are directed to adjust a temporary situation. Ultimately, they mean a breakdown of the representative government of the schools through the boards of education.

What board members have not met the individual citizen who threatens to take matters into his own hands in order to right a supposed wrong? Citizens' committees of long standing frequently want their recommendations accepted with little or no further board consideration. National and local teachers' organizations wage almost continuous campaigns for greater authority for the classroom worker, higher salaries, and easier working conditions. Groups of administrators point to the technical and theoretic basis of their service as the reason for greater independence, and more final authority, even in areas where policy making strongly overlaps administration. And then come local governmental officials, supported by the political scientists, and argue that the school boards should be subject to their authority, especially in fiscal and budgeting matters. There is finally much pressure from state school department officials who progressively are limiting local authority and independent action through the enlarged scope of state laws and regulations.

In all these matters it is well to remember that the boards of education are the ultimate legal authority for the conduct of the schools. In approaching pressures, however, the boards must remember that the citizen as an individual has the constitutional right of petition. The overaggressiveness of citizens' committees may be due to the fact that they have not been clearly told that they are advisory only and have no legal authority; and perhaps they have continued too long in existence and reflect the ideas of a limited group at best.

Progress in the status of teachers and school executives is possible only if there is co-operation between the professional groups, the individual executives and the boards, and all hold strictly to their areas of right and responsibility.

Both political scientists and city officials overlook the fact that the school boards are agents of the state and deserve the measure of independence which the laws contemplate. Absolute independence there cannot be, but competent school boards can assert their needs for school funds, perhaps for increases in funds, by convincing the whole community of the basic value of their requests.

Pressures from state school authorities and from federal agencies are almost always unhealthy, because any such efforts, beneficial though they may seem, will in the long run break down local responsibility and will reduce initiative and the effort to meet the duties of local school government. Centralization and enlarged authority of professionally controlled bureaus are harmful to representative, democratic school administration.

A school board that surrenders in any matter which cannot be supported as of complete value to the whole local community, is breaking its sacred trust to the children, to the parents, to the future of our country. In the language of a famous educator, school boards must never abdicate.

FEDERAL SCHOOL CONSTRUCTION AID

LEGISLATION for federal aid for schoolhouse construction seems to have a definitely better opportunity at this time than it has had in any previous year. The Eisenhower plan which calls for \$1.3 billion in grants for construction, and an additional \$750,000,000 to help in the purchase or sale of school bond issues, is only a token of the vast total needed at this time. From the practical, political standpoint, however the President's plan is the most encouraging proposal ever to come before the country.

Opposition to the plan comes from members of Congress who are fearful that federal aid will become a permanent federal burden. Enthusiasts for immediate racial integration are also opposed to the plan unless the law can be used to bludgeon the unwilling Southern states into immediate action.

Perhaps the most serious danger to genuine help comes from the Northern states who will pay more in taxes than they will receive in aid and whose representatives will insist that the inequality between tax payments and aid received be mitigated by basing the matching returns on actual school enrollment alone. This last subtle form of opposition will defeat the first and foremost reason for federal school building aid, which is to overcome the lack of ability in the states which are least able to pay and most seriously in need of additional classrooms.

The most important reason for immediate action on the part of Congress is the fact that the birth rate continues to be so high that the demand for additional schoolroom space will continue for years to be in the neighborhood of 80,000 to 100,000 classrooms a year, and to cost at present rates at about \$3.8 billion annually.

The hope expressed some seven or eight years ago that the new enrollments would level off about 1960 has now been abandoned as impossible. The continuing rise in construction costs has made the local handling of building projects steadily more difficult, and the federally induced rise of average bond interest rates from less than 2 per cent in 1954 to nearly 4 per cent in January, 1957, is a serious handicap to financing school construction programs.

It seems essential that the board of education in all communities should actively support federal school building, at least to the extent of the President's proposal.

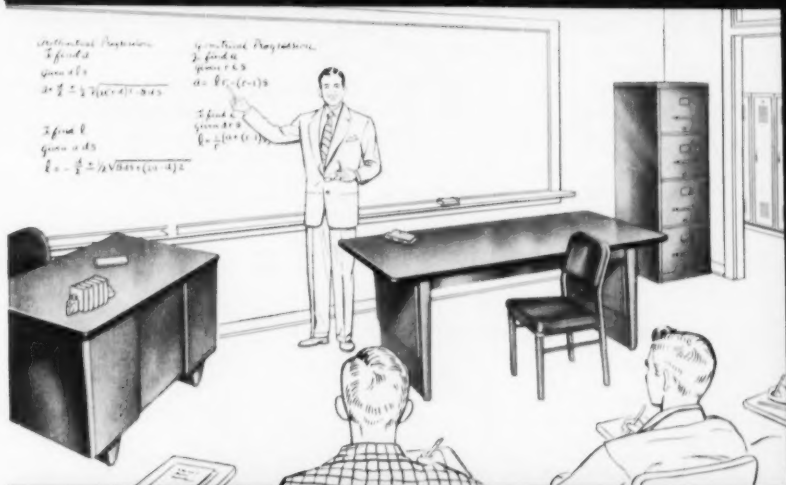
TAILORED TO FIT

The public school system is a community institution which has been created and operates within the framework of community life. What that school system is and what it accomplishes is determined by the public itself. Since it is impossible for all the citizens of a community the size of Somerville to meet in typical town meeting fashion to discuss the problems of the community, there are chosen representative agencies, known as school committees or boards of education, to study and to discuss thoroughly the problems of the schools and to formulate proper policies for their solution. Through these agencies the people themselves construct and equip buildings, select and employ teachers, fix the length of the school day, and decide the age at which the children shall enter school. Community action is easily responsive to such matters as budgets, salaries, or any other factors involving money. The public schools are what the people make them, for they can change their representatives, if they wish, at regular stated intervals. Good educational programs are not bought like ready-to-wear clothing, but rather they must be tailored to fit the particular community.

— EVERETT W. IRELAND, Superintendent of Schools, Somerville, Mass.

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SCHOOL ADMINISTRATION IN ACTION

GOOD SCHOOL BOARD RELATIONS

Supt. Edwin F. Towne, Dexter, Maine

The school board of Dexter, Me., aims to bring about harmony between the board and the public at large. This is being effected in four different ways:

1. The minutes of all school board meetings are regularly published in the local newspaper. The agenda are long and inclusive to acquaint the board and the public with the happenings, decisions, and objectives in connection with the schools.

2. Long and interesting board meetings have made it possible to organize and establish in written form a body of rules, regulations, and policies which is called the "Dexter Policy." This code includes practices and procedures in connection with promotions, discipline, health and physical education, athletics, sick-leave regulations, teacher selection, and teachers' salary schedules.

3. The school budget and parents groups constitute the third phase of the public relations program. Each year the school board committee prepares a budget folder to be presented to the town finance board. This folder which is made up of requests from teachers and principals, represents a breakdown of school expenditures in each account, and includes suggestions and requests for immediate and long-range plans. Each board member becomes thoroughly acquainted with all phases of school financing and is capable of making an intelligent presentation of the budget.

4. Each school in the town includes a parent group. In the January meetings of these groups the programs include a presentation of the school budget by a member of the board. All members of the parent groups are given an opportunity to understand the budget, and they also have an opportunity to ask questions and to make suggestions. Quite widely they are not afraid to express their opinions.

School board success can be measured by what is accomplished in the schools within the limits of community ability to pay. In Dexter, the school board can claim eight outstanding results, namely, a new high school, all buildings in good repair, sprinkler systems in the buildings, oil heating systems, modern equipment and up-to-date textbooks, a good teachers' salary schedule, opportunities for professional improvement of teachers, and a testing schedule.

All of these results have come from improved understanding and have produced more efficient schools.

CADET TEACHERS

With the opening of the second semester in January, 1957, 14 senior high school students in Vinton, Iowa, began their duties as cadet teachers in the elementary grades and junior high school. The cadet teacher plan has been in force for several years and is intended to give senior

students who show an interest in teaching, firsthand information, knowledge, and practice in teaching.

Each of the students is assigned to a different grade and teaches for a two-hour period, Monday through Friday of each six weeks' period. On each Friday, the cadet teachers meet as a group with the superintendent, principals, and teachers who act as consultants and discuss specific problems.

Some of the duties of these teachers are the grading of papers, recess duties, helping with reports, assisting individual students in the classroom, keeping attendance records, doing mimeograph work for teachers, recording grades, and preparing complete report cards. Twice during each six weeks' period the cadet teachers prepare and present a lesson to the class. Another duty is to prepare a written report on each student as observed in a specific class or room.

The program is deemed of utmost value to the students interested in teaching and is expected to help increase the number of available teachers for the schools.

THREE-YEAR HIGH SCHOOL

An experimental speedup course for 137 selected British Columbia high school students has recently been declared a success. Students, parents, and teachers considered the results were encouraging.

The plan was initiated to determine if bright students could finish the four-year high school course in three years without losing any significant values in high school life. Chief advantages noted were a marked increase in interest; eagerness to work harder; growth in mental maturity; a sense of achievement and challenge, and a better attitude toward school. Saving a year by not waiting for slower students also caused improved study habits.

Chief disadvantages were possible lack of thorough knowledge; pressure of homework; tension or emotional disturbances; limited

outside activities; and limited opportunities for school activities.

NEW FIVE-YEAR PROGRAM

The Milwaukee board of school directors has recently issued a folder explaining the school building needs of the Milwaukee public schools. To provide sufficient funds for a five-year program of school construction and site acquisition, the board has asked the voters to approve a bond issue of \$39,000,000 at a referendum election in April. The new building program, includes 4 senior high schools, 9 junior high schools, 15 elementary schools, 24 additions to or improvements to existing buildings, 1 athletic playfield, 36 future sites, and additional office facilities.

GUIDE TO PROMOTION AND GRADING

The board of education of Marion, Iowa, has adopted a new policy governing promotions and grading of pupils. The policy which was prepared by the elementary school faculty was intended to fill a long-felt need. Slow-learning or immature pupils can be detected early and if they are singled out for retention, it must be done at the kindergarten or primary level. Where retention is recommended above the primary, it should only be done where there is absolute proof that it is the proper thing to do. Parental co-operation must be established well in advance of the actual retention.

CONANT QUILTS POST

Dr. James B. Conant has resigned as ambassador to West Germany, effective as of February 15.

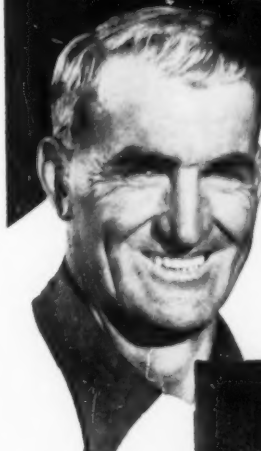
Dr. Conant, formerly president of Harvard University, became High Commissioner for Germany at the beginning of the Eisenhower administration, and was made ambassador when the occupation status of the West German Federal Republic came to an end.

It is expected that Dr. Conant will undertake a study of the country's high schools, with emphasis on what may be done to give better educational opportunities to gifted students. The study is to be financed with a grant from the Carnegie Corporation.



A little girl is learning to overcome speech handicap at an Easter Seal Center. Speech therapy is one of the many services to crippled children across the nation made possible through generous Easter Seal contributions.

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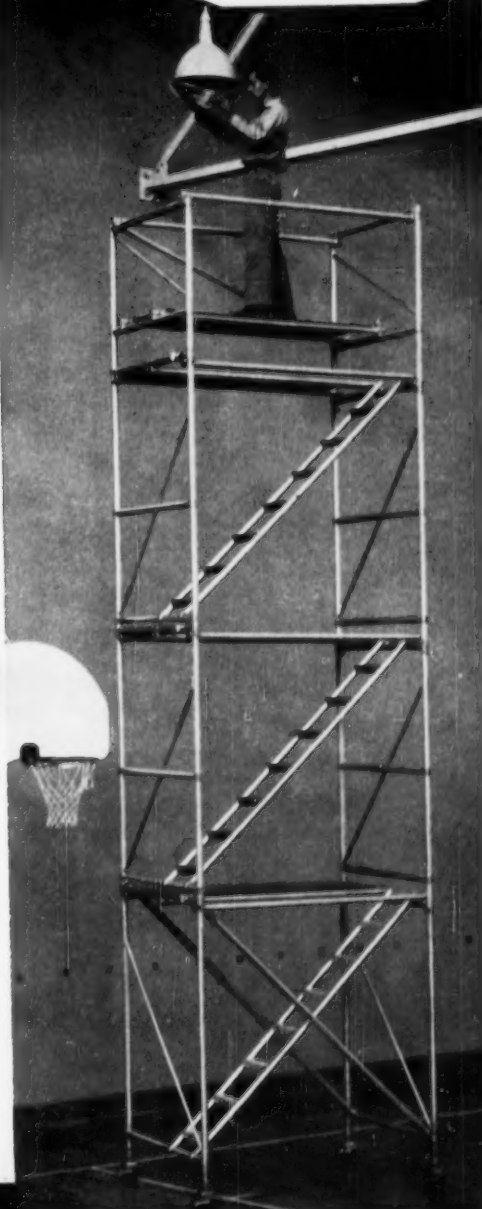
"Two 10 ft. span scaffolds pay for themselves on any school paint job of 6 rooms or more," says Leonard T. Anderson, painting contractor, Turlock, California.

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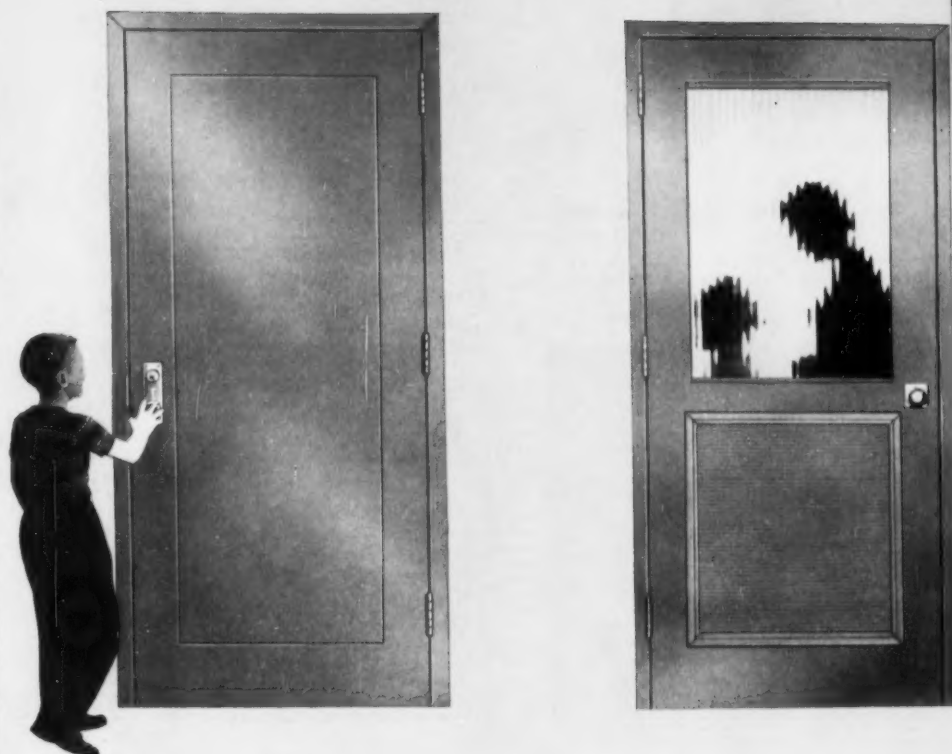
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REIDLAND SCHOOL, Paducah (Reidland), Ky., cost less to build because 134 Fenestra 1 $\frac{3}{4}$ " Hollow Metal Flush Doors were used. *Architect:* G. Tandy & Lee Potter Smith, Paducah, Ky. *Contractor:* Erhart-Knopf Construction Co., Inc., Louisville, Ky.



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N.S.B.A. Convention Records Growth

**SUCCESSFUL MEETING IN ATLANTIC CITY,
FEBRUARY 14-16, 1957**

Growth in the number of constituent association membership, a new high on convention attendance, a rededication to its original work as a confederation of

state associations, improved service from the Association's Central Office—these were achievements recorded at the 1957 convention of the National School Boards

Association. The Association now blankets the continental United States and has member associations in Hawaii and Alaska. The attendance exceeded 2100, of whom 1400 were board members; new areas of educational problems, particularly curriculum development, merit pay for teachers, and intermediate school districts, were explored. The theme "School Boards Build for the Future" ran through all the meetings.

The over-all theme of the 1957 annual convention of the Association, held in Atlantic City, N. J., February 14, 15, and 16, was developed by the speakers and the discussion groups into valuable suggestions for (1) building up the national and state organizations through the Research and Development Project, led by O. H. Roberts, Jr.; (2) defining and carrying into effect the leadership functions of boards of education in developing local and state programs of education; (3) utilizing, if possible, merit rating and better pay of teachers as means of improving the quality of instruction; (4) bettering the curriculum and the professional preparation of teachers for more effective instruction; (5) utilizing the architect's place in planning school buildings for tomorrow's program of public education; (6) developing such new areas of education as terminal schools and colleges, civil-defense education, safety education, guidance, integration in the schools, the education of the gifted child, television, etc. Throughout the program the public-relations aspect of the board member's work, and his lay-leadership responsibility were stressed. The convention plan of assigning every member present to a small discussion group, of utilizing the panel type of general sessions, and of providing special meetings of school boards from various types of cities, all helped to bring about the greatest participation of members and the widest expression of opinion.

The General Sessions

In his presidential annual message, Dr. Taylor T. Hicks, Prescott, Ariz., called attention to the fact that the N.S.B.A. would be an ineffectual, lifeless superstructure unless it consisted of the living structure of state associations who are doing a tremendous work for the betterment of education through their state organizations and through the individual board members and committees. The leadership of these members and their associations is expressed in such matters as effective public relations through which legislation and numerous improvements in local services are made possible; this leadership shows itself in aggressive work for better school financing, in work for improving the physical fitness of youth, combined with stamina in mental ability and a high sense of moral values. School boards, he concluded, have the responsibility to meet the challenge of providing an education which discharges "the debt due from the present to future generations." This must be done by raising their eyes above the local duties as board members, to state and national responsibilities.

Leadership Responsibilities

"American education today needs courageous leadership of a nature only school board members can give. Americans are conditioned to nonprofessional lay leadership in public education, and it is only natural that they look to such leadership for guidance." With this opinion as the basis of his discussion, Dr. J. W. Edgar, Texas State Commissioner of Education, argued that school boards must make the welfare of the children the only basis for consideration. Betterment of educa-

(Continued on page 70)



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Dr. Taylor T. Hicks
N.S.B.A. President, 1956

N.S.B.A. REPORT

(Continued from page 68)

tion, while using all available professional administrative knowledge and advice, must come from the sound decisions of boards. These decisions are not the sum of individual board members' opinions added up and divided by the number of members on a board, but a real synthesis which is often a new solution of a problem—one not previously thought of by any board member. In five basic areas board members have responsibility for educational leadership: (1) in the local district and in areas beyond; (2) in the realistic evaluation of the entire school system; (3) in long-range educational planning; (4) in insuring effective working relations with the community; (5) in engaging in in-service training for their own jobs.

Mrs. Elizabeth Hudson, Long Beach, Calif., in further development of the leadership topic, urged that school boards improve the quality of education through better definition of the



W. A. Shannon
N.S.B.A. Executive Director

ends of education and through diversifying programs according to local needs. She pleaded for leadership in developing better housing and more adequate financial support of the schools, for recruiting and retaining qualified teachers, and re-emphasizing the teaching of American ideals.

A business point of view of school administration, outlined by Dr. T. Clinton Cobb, Detroit, Mich., placed school boards on the highest level of educational management. The function of the board is "direction of the schools, and its essential character is the finality of its decisions." The professional school administrators are on the second level and must work out "how" the board directions are to be put into effect. The supervisors and teachers, on the third level, actually execute the decisions of the two upper levels in the teaching work. A fourth broad function belongs to all levels of school management and consists of evaluation of the entire process. School board members have (1) vital responsibilities in developing the educational services of their school districts; (2) of maintaining the fiscal integrity and forward planning of the financial program; (3) of bridging the gap between education and the lay citizenry. Throughout his paper, Dr. Cobb called attention to the strong analogy of the leadership responsibilities of corporation directors and of boards of education for setting up high levels of leadership in determining what the products shall be, how the operations should be carried on for best returns, and how public relations are to be used.

Merit Salaries of Teachers

Meritorious teaching can be recognized and rewarded in the teachers' salary schedule, according to Supt. I. C. Nicholas, Ladue, Nev., and Supt. E. H. Thorne, West Hartford, Conn., who described the successful plans in force in their respective communities. There is a wide demand for such merit pay for teachers, according to President Fred W. Heinold, of the Cincinnati, Ohio, board of education. Because of practical difficulties, merit pay is not readily possible, according to three officers of teachers' associations: Elizabeth A. Yank, Marysville, Calif.; David C. Guhl, Washington, D. C.; and C. O. Wright, Topeka, Kans. After a lively exchange of conflicting opinion, Dr. Gale Rose, of the Utah School Merit Committee, Salt Lake City, summarized the research findings of his group: (1) The merit principle (external incentive and reward) is psychologically sound, socially just, and culturally prized. (2) Teaching can be precisely defined and objectively measured. (3) After it has been defined and measured, teaching can be evaluated as more or less desirable. (4) Teachers can accept and profit from evaluations of their work based

(Concluded on page 74)

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Room 10 wore the air of a tomb. Dunkle's eye trouble forced him to draw the blinds against the sun, and the lights were so high up they did nothing but shine brightly at the ceiling. Students who sometimes awakened saw only spots before their eyes.

Finally, poor Dunkle had to resign, seven years before his time — a victim of poor lighting!

At the last Board meeting, everyone asked—"WHOM can we get to teach in Dunkle's room?"

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Typing Tips to Students from the "Teaching Typewriter"— the IBM!



Timesavers

Why waste time aligning pages and carbons when you're typing several carbon copies? You can save time—and always get a heavy pack into the typewriter evenly—by just doing this:

Put an envelope flap over the top of a multiple carbon pack. When you roll the pack, held together by the envelope, into the typewriter, the entire pack goes in smoothly and evenly.

When you must make a correction on a manuscript, stapled at the top, it isn't necessary to remove the staples. Here's the timesaving way to make the correction efficiently and effectively:

Roll a sheet of paper into the typewriter. Select the manuscript page to be corrected and place the bottom edge between the front of the platen and the top edge of the sheet that is in the typewriter. You can then "front feed" the manuscript page into the typewriter by rolling the platen backwards to the point where the correction is to be made.

When underscoring headings or totaling columns, why go back to the beginning of the material and take time to find the place to start your underscore? You can underscore backwards on the new IBM Electric by taking advantage of the repeat underscore and the repeat backspace—like this:

Just depress the backspace key and the underscore key simultaneously and hold them both down until the entire heading or column has been underscored. It's so simple—when you have the know-how and the right equipment.



Time Is Money

Employers have found that the most expensive equipment at a typing station is *not* the typewriter—it's the typist. So when you are holding down a typing job, *your* time will be money to your employer. You can save him money, and make yourself more valuable by learning these typing hints and as many more as you can find.

N.S.B.A. REPORT

(Concluded from page 70)

on objective measurement of performance.
(5) A salary program which recognizes important individual difference in effectiveness of teaching can be fairly administered.

Curriculum Construction

The present problems of curriculum construction, as these must be met by school boards, were presented at the Friday night meeting. Dr. Clyde B. Moore, Ithaca, N. Y., spoke about teacher preparation; Prof. Paul R. Neureiter, Genesee, N. Y., pleaded for more science and mathematics courses in high schools; Ellis F. White, New York City, urged attention to the social and moral needs of youth as an aspect of secondary schooling.

On Saturday morning, the topic of "The School Architect and Tomorrow's Schools" brought forth enthusiastic response to the addresses of Supt. Philip J. Hickey of St. Louis; Architect J. C. Van Nuys of Somerville, N. J.; and School Board Member Arno R. Myers, Glencoe, Ill. While the presentations reflected the backgrounds of the speakers in approach and terminology, there was remarkable unanimity in the acceptance of the ideas that the schools must be planned to fit the instructional program and techniques; that there must be flexibility for future changes in organization and method; that community values must be achieved; that true economy within a community's economic ability must be sought; and that there must be complete teamwork of professional school staff, architect, school board, and community for good results. The questions from the floor gave evidence that the selection of architects, the permanence of buildings, remodeling, and delays in completion of buildings are widely occurring problems.



Everett N. Luce,
President NSBA 1957-58
Midland, Mich.

The Election of Officers

The lively contest for the 1957-58 officers gave evidence of the high esteem in which the Association and its officials stand in the minds of the membership. The officers elected are: *President*—Everett N. Luce, Midland, Mich. *First Vice-President*—Carl B. Munck, Oakland, Calif. *Second Vice-President*—Robert E. Willis, Bradenton, Fla. *Treasurer*—Cyrus M. Higley, Norwich, N. Y.

Directors (three years)—**Robert Reed**, Dover, Del.; Mrs. Preston Scott, Hecla, S. Dak.; Theo. C. Sargent, Swampscott, Mass.; Robert L. Scarborough, Eastover, S. C.

Directors (one year)—Mrs. Will Miller, Corsicana, Tex.; John Bloxome, Terre Haute, Ind.

The official title of the Executive Secretary, W. A. Shannon, was changed to Executive Director.

Association Business

The Association, at its business session, adopted resolutions of thanks to its officers and to individuals who co-operated in its 1956-57 work and convention program. The resolutions urged that the Congress of the United States be urged to increase appropriations for the school-lunch program in order to restore the original rather complete subsidy. The Association agreed to memorialize Congress to allow the states to tax, or refuse to tax, contracts for construction on government reservations.

A resolution favoring legislation for federal aid for local schoolhouse construction, and another resolution opposing legislation for such aid, were both voted down after a sharp debate. It seemed to be the sense of the arguments that the national organization should take no position but should let the several state organizations express their conclusions and wishes to the Congress.

A long list of constitutional amendments were agreed upon, all intended to give better representation on the board of 15 directors to the five regional groups of states.

Secretary Shannon reported that the Association now includes the Associations of Alaska and Hawaii, in addition to the state associations. In 1958 the Association will hold an independent convention in Chicago or Miami Beach, and will accept commercial exhibits. Steps are under way to invite the various state boards of education and the trustees of state educational institutions to join so that the national organization will embrace all laymen with responsibilities for education.

The banquet was addressed by Cecil B. DeMille, who made an eloquent appeal for co-operation between the two great educational forces—the school and the screen.

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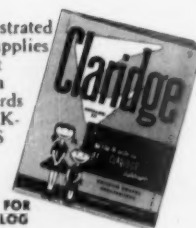
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TREND-MAKER OF THE SCHOOL COACHES

AUDIO-VISUAL

(Concluded from page 61)

1. Provide an audio-visual aids room or two in the building.

2. Provide each instructional area with the necessary facilities so that each teacher can use any teaching material he might need.

Some schools have provided a special audio-visual room in the building. In the larger schools two of these rooms have been planned. These rooms are well equipped and make it possible for teachers to use all types of equipment and materials. These rooms vary from a regular classroom with darkening facilities to little theaters with stage, projection room, and fixed theater-type seats. Although the audio-visual room does make it possible for teachers to use audio-visual aids under satisfactory conditions it has some definite limitations such as:

1. **Scheduling.** If many teachers use audio-visual aids there will arise many conflicts in scheduling the room. Some teachers will have to fit their use of aids to the time when the room is available.

2. **Changing classroom.** The interruption of moving the class from its regular room to the audio-visual room usually wastes time. Even more important is that very few films or other projected aids will take a full period. To move a class for a 10-minute film or for the use of the opaque projector usually loses some of the motivation of the teaching aid and the class also loses time in getting settled between moves.

3. **Cost of the audio-visual room.** With ever increasing enrollments, few schools can afford to set aside a special classroom for use of audio-visual aids. For example, if the audio-visual space is planned to seat between 40 and 50 students, approximately 1200 square feet of space would be involved. At an average cost of \$12 per square foot this room would cost approximately \$14,400. In some instances the cost might be considerably more. The audio-visual room, however, needs only one set of equipment; equipment costs, therefore, are less with this type of installation.

Every Room for Audio-Visual Aids

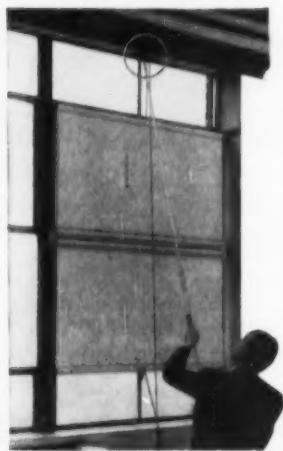
Planning every room so that all types of teaching aids can be used is advocated by many educators. On first thought this seems to be the most expensive. A careful analysis of the cost does not bear out this. The cost of providing light control for each instructional space will vary with the type of device used to control the daylight. To illustrate the cost of light control in the classroom, the cost of three common methods will be used as a basis of comparison. Prices will vary, some depending on the local situation. The following quotations were obtained in 1956 for darkening a 30 by 32-foot classroom with windows along the side of one wall of the classroom: (1) roller shades, \$76; (2) vinyl plastic drapes, \$118; (3) audio-visual venetian blind, \$160. Other types of room design would increase the cost slightly.

Taking the most expensive installation and estimating the cost on 20 classrooms

the budget for providing light control for all the classrooms would be \$3,200. With every teaching space designed so that teachers can use materials when they need them, more audio-visual equipment will be needed. Using the following ratio for equipment the cost for equipment would be \$3,200: Sound projector (1 per 5 classrooms), 4 per building; Opaque projector (1 for the school), 1 for building; Record player (1 per 3 classrooms), 6 for building; Filmstrip projector (1 per 6 classrooms), 3 for building; Projector table (1 per equipment), 10 for building; Screens (1 per room), 20 for building; Tape Recorders (1 per school), 1 for building.

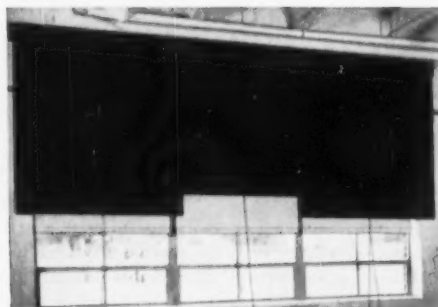
For approximately \$7,000 all rooms could be darkened and the necessary equipment purchased for using all types of teaching aids. When television becomes more readily available for classroom use the cost of television sets would increase this cost some. By having each room equipped to use all types of audio-visual equipment and materials, teachers will be encouraged to use these newer aids. If a teacher has to schedule the room in advance and then have to move his class each time he wants to use a film or a set of slides, he may decide it is not worth the effort. Audio-visual aids must be looked upon as an integral part of the teaching and learning process, and as such the rooms should be equipped so that supervisors and teachers can use them easily.

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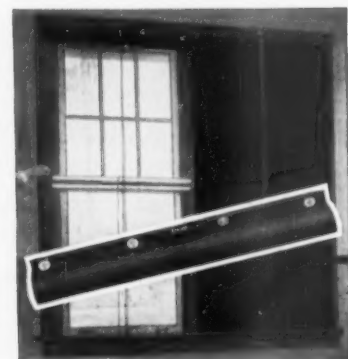
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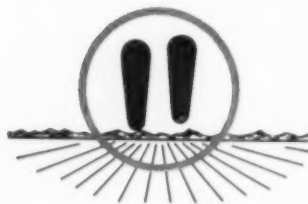
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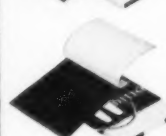
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CONTROLLED MAINTENANCE

ARTHUR G. HOFF and J. MILO THOMAS

Forecasting when requests can be completed is an ever present problem in maintenance. Administrators and teachers are frequently disturbed because undue delay is experienced in the conclusion of requisitions for repairing and remodeling facilities on the school grounds and in buildings. Many staff members become discouraged and feel that it is futile to ask the maintenance department for service because these folks never seem to get time to take care of the needs.

The business department of the Chaffey high school and junior college districts has experimented with a plan to alleviate the unsatisfactory conditions resulting from uncontrolled administration of the maintenance program. The Chaffey maintenance department serves three high schools with a total enrollment of about 5000 pupils, and a junior college with 2000 or more students. The maintenance work is divided into three four-month periods during the year: period one from June 1 to October 1; period two from October 1 to February 1; and period three from February 1 to June 1. This plan involves a system of priority and evaluation of requests.

General Operation of the Plan

The plan operates, in general, by means of a series of quite well-defined steps as follows:

1. A majority of requisitions for maintenance are originated by the teacher or

Mr. Hoff is comptroller of the Chaffey, Calif., high school and junior college district, while Mr. Thomas is superintendent of maintenance there.

other employee and are forwarded to the principal of each school and director of the college.

2. The principal, director, or head of the school, ranks the requests numerically from one to ad infinitum, according to the need evidenced from investigation and observation. After the ranking is completed, the requisitions are forwarded to the business office.

3. When the requests are received at the business office, the maintenance super-

visor estimates the number of man-hours, in the various areas, which are available during the four-month maintenance period. The areas are carpentry, electrical, painting, plumbing, and general utility. These estimated man-hours are recorded on each requisition.

4. After the maintenance supervisor completes the estimating of available man-hours, the requisitions are compiled on an evaluation sheet in the order ranked by the administrator. The information regarding the man-hours required for each item is also included on the evaluation sheet. Approximately 35 per cent of the man-hours are allotted for routine main-

tenance and emergencies. This leaves 65 per cent of the available man-hours for maintenance work to be done during the scheduled four-month period.

5. An evaluation committee made up of the superintendent of schools, supervisor of maintenance, and the comptroller evaluates the requests according to priority. Three priority symbols are used as follows: The rank of "A" is given to requisitions which can and should be completed during the four-month period. A rank of "B" is given to requests which the maintenance department will attempt to complete; and a rank of "C" is given

(Concluded on page 82)

Maintenance Requests

School: Chaffey Junior College

Date: October 1, 1956 to February 1, 1957

Dept.	Priority	Maintenance Request	Carp.	Paint.	Elec.	Plmbr.	Utility	Cost of Material
Guid.	A	1. Move large case on north wall Rm. 7 to west Rm. 1.	12	4				
Hill	A	2. Install stage speaker at top center of proscenium arch. Arrange plugs to receive the projector sound or stage sound from stage amplifier.			32			\$250
Lang. Arts	A	3. Construct five table lecterns.	8	2				50
Bus. Ed.	A	4. Alter typing tables to accommodate large typewriters.	90	24				
Adm. Council	A	5. Install switches at 7 desks (per requisition). Install bank of lights back of name plates on south wall of college office, each name to be lighted by switch at counselor's desk. Recommend places for ten names.			70			75
Band	A	6. Construct wardrobe for 50 coats, 50 pairs of trousers, 100 caps and hats.	80	16				50
Adult Ed.	A	7. Install better lighting on Mr. Snyder's desk, Rm. 5.			6			25
Adm.	A	8. Grade and blacktop area north of College Bookstore.	80				120	150
Chem.	A	9. Install automatic water "still" in stockroom.	4		16	6		15
Geol.	B	10. One special display cabinet for fluorescent materials.	8	2	2			25
Nursing	B	11. Paint outside house of Nursing Manor.			80			75
Elec.	B	12. Install shelves in Instrument room, East barracks.	32	8				20
Chem.	B	13. Remodel laboratory table.	12	4				25
Art	C	14. Ten clay storage bins, 1/2" plywood or 3/4" board.	32	8				75

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School Piano



A CREDIT TO THE MUSIC DEPARTMENT an inspiration to the student

There are several reasons why the Everett Style 10 is considered the standard of comparison among school pianos. First of all, the Style 10 is sturdily built. From its "full cast" plate and hard maple pin plank to its double veneered case, every detail is engineered for long, hard service. Too, the Everett is a style leader with its graceful lines which enhance any setting. More important, the

beautiful tone of an Everett is praised by music educators everywhere. Extra string length needed for full, resonant tone is provided by the 44-inch height. Full-size action permits unexcelled playing ease. Before you choose any school piano, investigate the Everett Style 10, America's most popular school piano. AND . . . one of the lowest-priced.

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Use the coupon to receive your free copy of "Report 10," a factual rundown on school piano specifications.



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Division of Meridan Corporation, South Haven 8, Michigan

Gentlemen: Please send me free copy of "Report 10" which outlines the latest, most rigid specifications for school pianos.

NAME _____ POSITION _____
(Please Print)
NAME OF SCHOOL _____
STREET _____
CITY, STATE _____

CONTROLLED MAINTENANCE

(Concluded from page 86)

to the requests which are rejected.

6. As a final step in the evaluation, a copy of the evaluation sheet showing the priority rankings made by the committee, is forwarded to the administrators concerned, so that they may in turn forward this information to their staff members. This informs them as to which maintenance requests will be completed during the four-month period. Requisitions which are given a "C" priority are returned with the evaluation sheets. The administrators and staff members may again present these

requests for consideration during subsequent maintenance periods, should they care to do so. Usually, rejected requests are re-evaluated and included for completion at a later date.

This procedure is repeated at the beginning of each four-month period.

Evaluation of the Plan

Any procedure has advantages and disadvantages. However, the results of the experiment thus far indicate that the advantages outweigh the disadvantages. One major advantage is that administrators and staff know what maintenance requests will be completed and which ones will have to

be deferred until a later date. Also, it is helpful to the maintenance department in scheduling its work. One disadvantage may be that considerable planning and clerical work is necessary to operate the system.

WHAT'S YOUR EXPERIENCE WITH...

School Custodial Check Lists?

In an attempt to improve custodial services over a period of years, the Oneida County, Wis., school district has developed a check list for custodial and maintenance personnel, report Irving W. Paulson, superintendent, and C. R. Wentland, supervising teacher. A product of teacher, principal, and janitor conferences, it provides for "constant" chores, "daily" chores, and future services, as well as for board of health and state regulations regarding disease, fumigation, etc. Blank spaces permit flexibility to handle local problems. The check list includes:

SERVICES THAT SHOULD BE CONSIDERED AS CONSTANT CHORES:

- ... Walks cleaned
- ... Temperature controlled
- ... Exit lights in order
- ... Fire escapes clear
- ... Window breakage
- ... Removing marks on walls, etc.
- ... Fuses
- ... Grounds observed for broken glass
- ... Temporary repairs made permanent and as soon as possible
- ... Personal cleanliness

SERVICES THAT SHOULD BE CONSIDERED DAILY CHORES:

- Sweeping*
 - ... Classrooms
 - ... Corridors
 - ... Toilets
 - ... Gym
- Dusting*
 - ... Classrooms
 - ... Ledges
 - ... Desks
 - ... Shelves
- Cleaning*
 - ... Toilet seats
 - ... Toilet rooms
 - ... Toilet walls
 - ... Sinks
 - ... Janitor quarters
 - ... Furnace room
- Replacing & Checking*
 - ... Lights
 - ... Grounds for holes
 - ... Towel service
 - ... Tissue supply
 - ... Door locks and catches
 - ... Windows
 - ... Fuel supply
 - ... Ventilation

SERVICES THAT SHOULD BE CONSIDERED AS NEEDED

- Repair of play equipment*
 - ... Desks
 - ... Chairs
 - ... Steps

(Concluded on page 86)



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WAXING
3 times as hard...

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The Hillyard Maintaineer has had years of training and experience in every conceivable type of floor problem. He will gladly put this experience at your disposal, help train your staff. There's no charge, no obligation. He's "On Your Staff, Not Your Payroll."



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CASE HISTORY—WAXING

FILE 11

Tough, resilient Super Hil-Brite lasts 3 TIMES AS LONG as ordinary floor waxes. Eliminates expensive stripping and refinishing. Cuts labor costs up to 50%. Retains deep, rich lustre even after repeated cleaning — is easier to maintain in top condition.

SEE IF THE MAINTAINER CAN HELP YOU!

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Yes, I'll take you up! Without charge or obligation, have the Hillyard Maintaineer® show me how to take advantage of new streamlined floor treatment procedures.

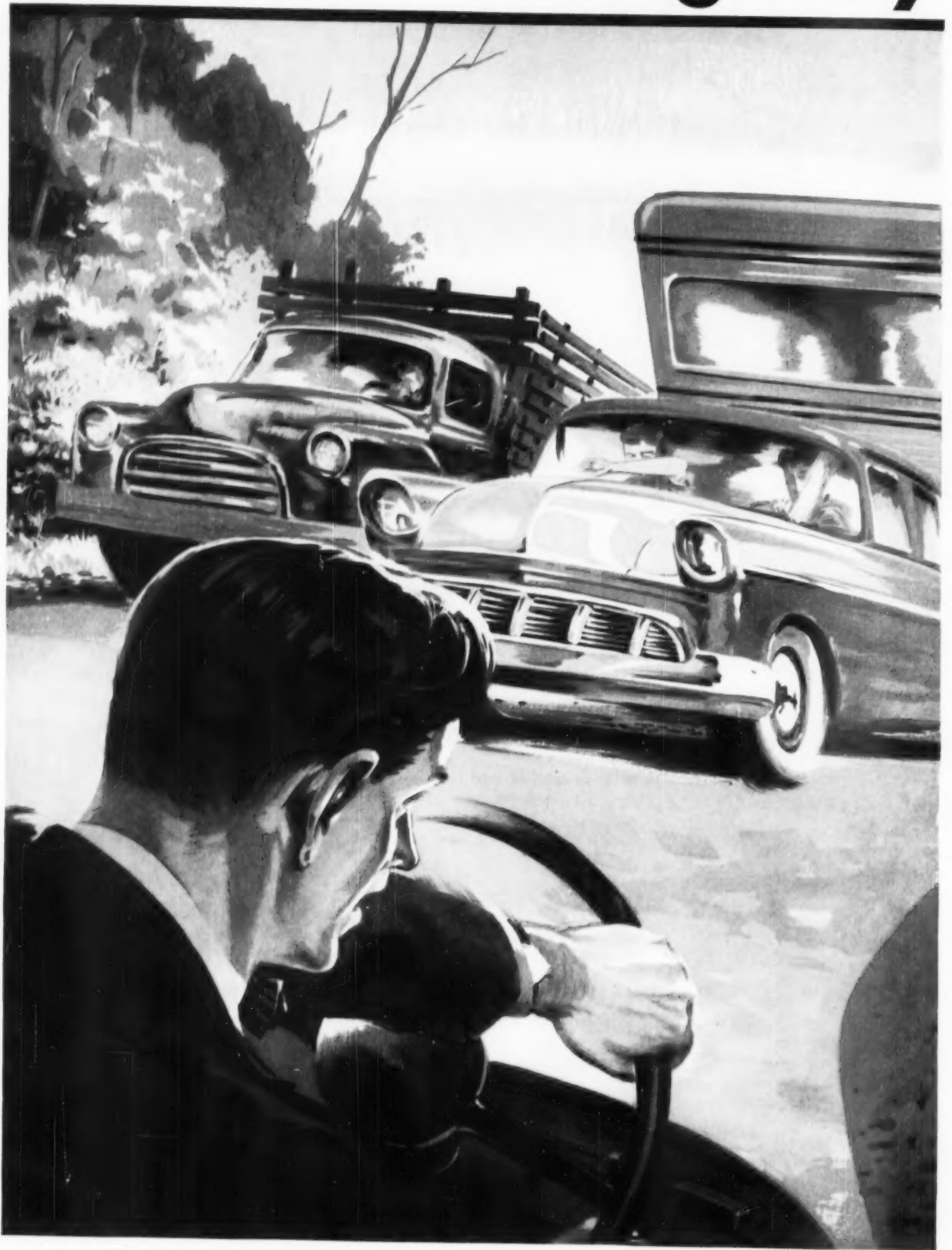
Name _____

Institution _____

Address _____

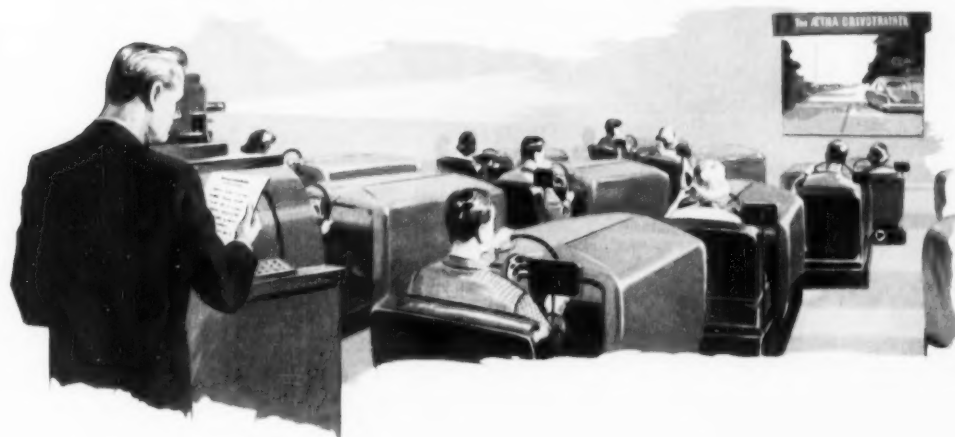
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The Ætina Drivotrainer employs special motion pictures and individual classroom cars, each equipped with the instruments and controls of real automobiles, to simulate actual driving conditions right in the classroom.

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1. Teaches defensive driving procedures.
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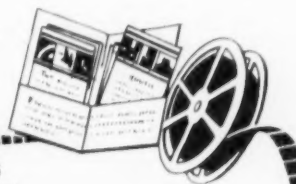
AND*all at less cost per pupil!

Substantial savings are being realized by schools now using the Drivotrainer — savings in both teaching costs and instructor time, without

sacrificing quality in the course of instruction. Research studies offer positive proof that the proper blend of Drivotrainer instruction with a reduced amount of actual on-the-road time is fully as effective as the costly dual-control method alone — even more effective in attitude and emergency training.

How can your school adapt to the modern Drivotrainer method? What advantages would it offer you? How would your students benefit? Send for the facts. The coupon below is included for your convenience.

MAIL COUPON TODAY FOR
DRIVOTRAINER FACT FILE
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Public Education Department SB-5
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Please send me:

- ☐ The Drivotrainer Fact File ☐ 16 mm. sound film, "Teach Them Now"

I'm interested in a Driver Training Program for approximately _____ pupils per year.

Name _____ Title _____

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Toward a
Generation of
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CUSTODIAL CHECKLIST

(Concluded from page 84)

...Walks
...Rails
...Stairs
...Doors
...Lockers
...Lawns cut

Cleaning & scrubbing
...Closets
...Classrooms
...Corridors
...Storage spaces
...Windows

Safe storage of:
...Wax ...Cleaners ...Maps
...Brooms ...Tools

CLEANING AS DEFINED BY LOCAL BOARDS OF HEALTH AND SPECIAL STATE LAW

MORE PERMANENTLY PLANNED AND EXECUTED SERVICES

...Rooms numbered
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...Fuse boxes marked
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...Floors resurfaced
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...Hard, smooth surface for tennis, basketball, etc.
...Level surface for softball & hardball diamonds
...“Round Robin” plan for redecorating

If you have developed similar innovations in school maintenance which you believe might be helpful in other school districts, write to The School Plant, AMERICAN SCHOOL BOARD JOURNAL, 400 N. Broadway, Milwaukee 1, Wis.

BIAS IN SCHOOLS

A panel of high school pupils has agreed that community programs for classroom desegregation may be enhanced by a clear policy of “let youth alone so that they may have a chance to work it out.” The teenagers were from schools in Louisville Ky., which began a broad-scale desegregation program last September.

It was also agreed that in local schools that had accomplished some classroom integration there were many opportunities to understand each other's problems and to help remove barriers against harmonious race relations.

Supt. Omer Carmichael of the Louisville city schools was the adult guest. He has directed the local desegregation program in which various patterns of mixed and separate schools have resulted in accordance with initial planning which allowed a defined range of selection.

LOS ANGELES SCHOOLS

The school authorities of Los Angeles, Calif., report that more than 550,000 pupils and about 22,000 teachers began the second semester of the 1956-57 school year on February 4. The enrollment of the schools has risen by 20,000 pupils, to 527,101 at the end of the first term. To accommodate the jump, 1000 new teachers reported to classrooms for the first time.

Five new schools were erected, at a cost of more than \$10,000,000. Two junior high schools were constructed, at a cost of \$3,000,000 each.

A total of 37,436 school employees were paid a total of \$137,773,849 in wages during the 1956 school year, an increase of \$13,546,909 over 1955.

The U. S. Treasury was enriched by \$19,680,235 from income taxes withheld from school employees during the 1956 year. This was an increase of \$2,142,749 over 1955.

PUBLIC RELATIONS PROGRAM

A new program of public and professional information has been established by the board of education of Topeka, Kans. Alan J. Stewart, a former newspaperman, has been employed as full-time director.

The program is designed to co-ordinate school news in local media, with particular emphasis on the positive aspects of education in the area. News will be submitted to state and national educational journals. One of the features will be a monthly newspaper, *The Slate*, to be distributed to all school employees.

SCHOOL CHILDREN INJURED IN ACCIDENT

A total of 69 school children were injured and two died in an air crash on the school grounds of the junior high school at Pacoima, Calif. Four crewmen also died as the \$2,000,000 four-engine transport plunged to earth at terrific speed in the church yard adjacent to the school in the morning of January 31.

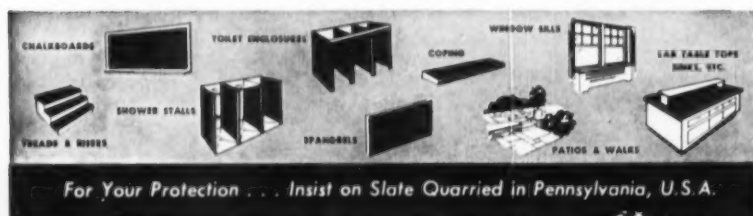
At the time of the crash 220 boys in four gymnasium groups were on the playground and 800 more children were in the auditorium. A graduation program being carried on was delayed until the next day.



Slate Chalkboards Are Standard Equipment At Brooklyn, New York's Ultra-Modern General George W. Wingate High School... the "Banjo-Type" School... One Of The Many Modern Schools Specifying Slate Chalkboards.

KELLY & GRUZEN Architects - Engineers

Of all chalkboards, slate communicates best. White chalk on slate produces the desired high contrast to permit the student to grasp the written message instantaneously! The writing surface of slate, too, is so superior that it is the standard to which the writing qualities of all other substitutes are compared! Easy to clean... virtually indestructible... slate is lowest in maintenance costs under normal usage conditions. For timeless beauty and durability, compare before you install... inquiries welcomed on specific properties of slate.



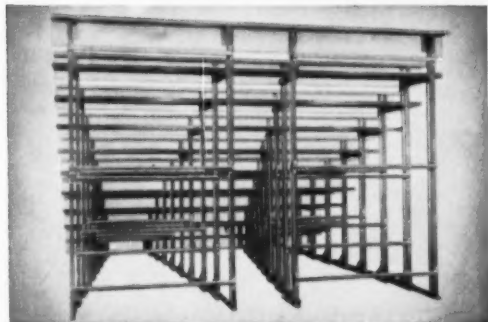
For Your Protection... Insist on Slate Quarried in Pennsylvania, U.S.A.

NATURAL SLATE BLACKBOARD CO.
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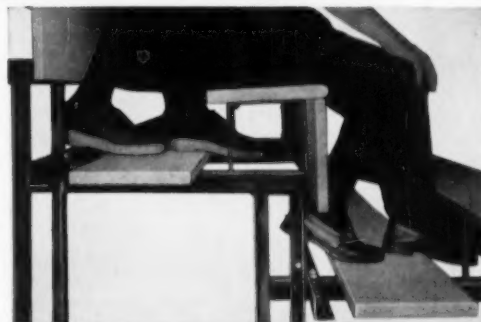
natural slate... 500 million years in the making

✓ Check these points *before* you specify gym seating



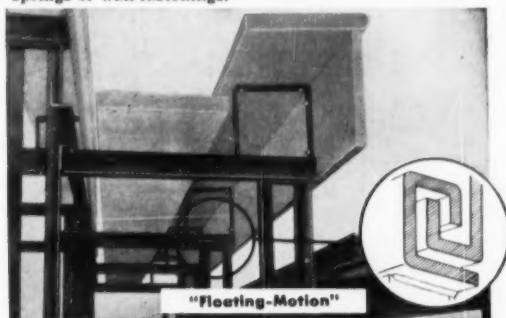
☐ Are they *Extra Extra* strong and safe?

The entire steel understructure of Medart Seats is a free-standing self-supporting unit that can safely carry over 400 pounds for each linear foot per row without noticeable deflection or side-sway. Wood seats, risers and floorboards add *extra* strength and stability. Each row is supported on 4 vertical twin angle uprights that place the seated load directly on the floor. The safety of Medart Seats does not depend on oblique bracing, wood members, springs or wall fastenings.



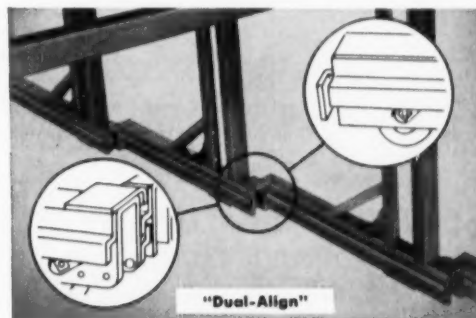
☐ More than minimum comfort?

Seats are built with either 22" or 24" row spacing, but *in addition*, Medart Seats provide plenty of heel room below each riser plus full toe space under each seat board to add many extra inches of "relaxing room." Either 10½" or 11½" row rise provides the maximum in full visibility.



☐ Easy and trouble-free operation?

"Floating Motion" operation is achieved with interlocked free-floating telescoping steel arms and supports that move in and out with surprising ease. "Dual Align" roller housings, with retractable floor-protecting non-

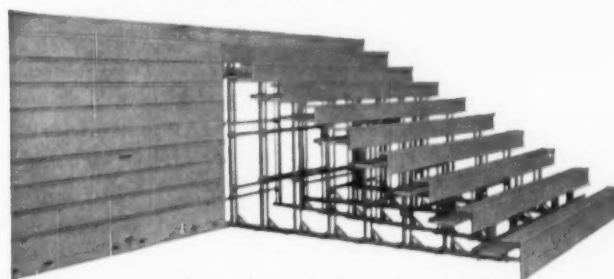


marring rubber rollers, are interlocked for straight-line trackage. Together, these two Medart exclusive features assure true alignment, prevent binding, make Medart Seats easiest of all to open and close.



☐ What about maintenance and upkeep?

Medart Seats make cleanup fast and easy. Seats and footboards can be swept clean while seats are open. After closing, refuse and dirt are quickly gathered with a push broom. Maintenance is virtually nil. Only the riser boards are exposed when seats are closed, hence no work is required, other than occasional wiping, to retain the trim, like-new appearance of Medart Seats.



These are only a few of the many definite advantages designed into Medart Seats—advantages that have placed Medart Seats in more schools and colleges than any other make! *Write for complete catalog.*

SPECIFY the best, then **INSIST** on it!

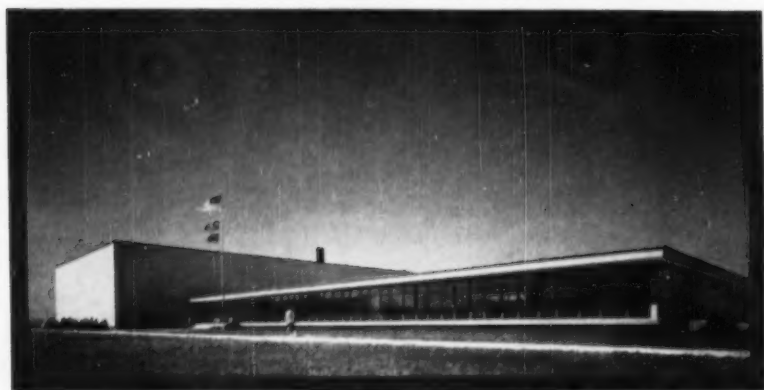
MEDART

TELESCOPIC GYM SEATS



FRED MEDART PRODUCTS INC. • 3570 DE KALB ST. • ST. LOUIS 18, MISSOURI

A SCHOOL PLANNED FOR *modern* EDUCATION



SENIOR HIGH SCHOOL, NORMAN, OKLA. • ARCHITECTS: CAUDILL, ROWLETT, SCOTT & ASSOCIATES, OKLAHOMA CITY • Photo: Heston-Blesing

The architects, by patient study and imaginative planning, have designed a school that, though striking a modern note throughout, sacrifices nothing in the way of roominess, comfort, convenience and appointments. In this edifice you will find Halsey Taylor drinking water equipment, with all their advantages of health safety and utility! The Halsey W. Taylor Co., Warren, Ohio.



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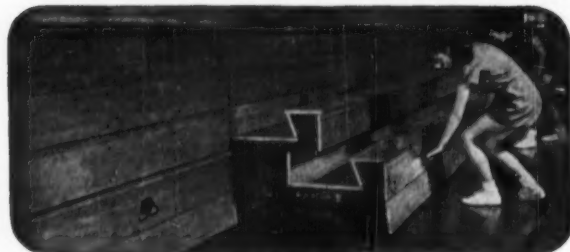
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FOUNTAINS • COOLERS
ENGINEERED THE BEST TO MEET EVERY SERVICE TEST



You can select from a full line of wall, battery or pedestal fountains as well as coolers.

HUSSEY "ROLL-OUT" GYM SEATS



at
**Gage Park
High School
Chicago, Ill.**

**240 Seat, 4 Tier
Installation**

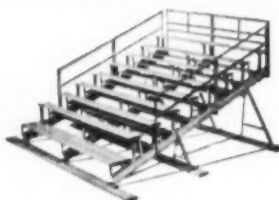
Extra seating or extra floor space as needed. Easy to open — easy to close. Note exclusive, Hussey "closed deck."

VALUE vs PRICE

Seating is a long range purchase — you've got to live with it. So, when you buy seating, buy **Value** not **Price**. The lowest bid can be the most expensive. Hussey Seating is engineered by seating specialists. It is designed and built for safety and to meet your seating requirements. Whether it's the new, exclusive "closed deck" Roll-Out Gym Seats that contribute to the reduction in Public Liability Insurance Rates, or Portable Bleachers, HUSSEY Seating gives you the most for your money.

**Write for
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Model 6 Portable Steel Bleacher (patented) available for immediate delivery in 6-10-15 tier 12 ft. sections. The same stand can be used both indoors and out. Easy and quick to put up and take down. More than a million seats in use.



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Also Mfrs. of Piers, Floats, Diving Boards, etc.

BOARD NEWS

★ **Hebron, Conn.** The regional board has adopted new policies covering sick leave, personal and professional leave, as well as maternity and other leaves of absence. Each professional employee is entitled to a minimum of sick leave with full pay of ten days in each school year. Unused sick leave may be accumulated from year to year to reach a maximum of 60 days. Absence due to personal illness beyond that which is covered by sick leave, will be treated as leave of absence without pay for a period not exceeding one year. A total of five days without deduction will be allowed and a substitute employed for (1) religious holidays, (2) sickness, (3) death or marriage in the family, (4) attendance in court or other legal demands, (5) attendance at professional meetings, or other in-service activities, and other personal reasons. Maternity leaves must begin three months prior to the anticipated birth of a child and shall not exceed 18 months. Leaves of absence for one year may be granted to employees called for military service.

★ **Independence, Mo.** The board of education has decided to co-operate with the city in a proposed plan for a summer recreational program for the youth of the area. The schools will employ and pay the salaries of six full-time employees for ten weeks of summer work, and will provide 12 assistants on an hourly work basis. The city will employ one director and one secretary to supervise and co-ordinate the activities.

★ **Scranton, Pa.** The school board has adopted a new five-year schedule of fire insurance on buildings and contents. Insurance on buildings under the new schedule total \$15,183,200, and on contents, \$827,100. A total of 49 buildings are listed.

★ **Carthage, Mo.** The school board has approved a three-year program of school insurance. The appraisal is being made to determine if all buildings meet the requirements of the 90 per cent coinsurance clauses.

★ **Mankato, Minn.** The school board has voted to give its buildings 100 per cent coverage by changing from 80 per cent to 100 per cent replacement cost insurance. The new plan insures added protection and involves an additional cost of \$270 annually.

★ **Nevada, Mo.** A new insurance program for school buildings has been adopted. Under the program, insurance is written on a three-year basis on a 90 per cent coinsurance plan for buildings and contents, with extended coverage and vandalism clauses.

★ The board of education of Lawton, Mich., has appointed a special committee, representing board members, administrators, faculty, and parents, to revise and publish a new set of school board policies.

★ **Newport, Vt.** The school board has proposed a new policy with respect to police and law enforcement officers interviewing pupils during school hours. A conference will be held to prepare a standard procedure.

★ **Marshall, Mo.** The board of education has approved a suggestion to discontinue fund drives in the public schools. The action was taken because of the increased number of drives and the time consumed in supervising them.

★ **New London, Conn.** The school board has decided to employ a full-time guidance director and to set aside funds for the salary. The guidance service is intended to give a better analysis of the individual pupil and to indicate problem pupils as well as especially gifted ones.



...just a pinch

That's all the Puritine you need. A single, economical ounce of Puritine in a gallon of water gives you a super-fast cleaning solution. Use Puritine on walls or floors, on fixtures or equipment . . . in fact, any place where water can be used. Puritine dissolves grease and dirt in record time, rinses freely and actually costs only one-fourth as much as most cleansers. Ask your Holcombman for a demonstration. He can show you in minutes how to save hours of cleaning time.

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 New York • Dallas • Los Angeles • Toronto

TEACHERS AND ADMINISTRATION

RETIRED TEACHERS

The Indiana State Teachers' Retirement Fund has announced important changes in the retirement regulations, which became effective as of January, 1957. There is now no limit on the total number of days a retired teacher may teach so long as no more than 29 are continuous.

When a retired teacher earns \$1,200, 4 per cent of his additional earnings are deducted for payment into the retirement fund. Earnings are deducted for payment into the retirement fund. Earning of more than \$1,200

will, however, affect social security income.

When a retired teacher returns to regular employment, the benefit check from the retirement fund is due on the first of the month following the date of return to service, and is paid to the teacher. Thereafter the benefit is withheld while the teacher remains employed.

After 30 days of continuous service, the teacher becomes a regularly employed teacher, subject to a teacher's contract.

GUIDE FOR SALARIES

The board of education of Essex Fells, N. J., has adopted a guide for the administration of teachers' salaries, to become effective July 1, 1957.

All teachers are placed in the division to which their training and experience entitle them. Previous equivalent experience is given full credit. Credit is also given for military

service but such credit may be given for not more than four years.

Under the rules teachers with four years' professional training begin at \$4,000 and go to \$6,800 in 15 steps; teachers with five years' training (B.A. plus 32 points), start at \$4,400 and go to \$7,400; those with six years' training, (M.A. plus 32 points), begin at \$4,800 and go to \$8,000 in 17 steps.

For teachers with four years' training the increments will be \$250 for the first four steps, \$200 for the next six steps, and \$150 for the remaining, the maximum to be reached in the 15th year.

Teachers with five years' training receive increments of \$250 for the first four steps, \$200 for the next seven steps, and \$150 for the remaining, the maximum to be reached in the 16th year.

Teachers with six years' training receive increments of \$250 for the first four steps, \$200 for the next eight steps, and \$150 for the remaining, the maximum to be reached in the 17th year.

EXTRA PAY FOR EXTRA WORK

The school board of Rye, N. Y., has adopted the "extra pay" policy through which it will give extra pay to teachers who perform extra work. Teachers are expected to work without extra pay from 8:15 a.m. to 3:30 p.m., plus time for correcting papers and three hours a week for pupils' clubs. After that, extra pay will be given in each case as it arises.

MOUNTAIN IRON SCHEDULE

The board of education of School Dist. No. 21, Mountain Iron, Minn., has adopted a salary schedule together with employment regulations, for the year 1957-58. The schedule divides teachers into four groups. Teachers with two years' professional training start at \$3,300 and go to \$4,700 in the seventh year; teachers with three years' training begin at \$3,500 and go to \$5,300; teachers holding a B.A. degree start at \$4,000 and go to \$6,000 in the tenth year; and teachers with a B.A. degree begin at \$4,500 and go to \$6,500 in the tenth year. All teachers are required to hold a Minnesota Certificate, or permit, for their teaching assignments.

TEACHERS' SALARY NEWS

★ Groton, Mass. The school board has adopted a new salary schedule for 1957, calling for new minimum and maximum salaries. The minimum for a teacher with a bachelor's degree is \$3,500, and the maximum, \$5,300. A teacher holding a master's degree will be paid a minimum of \$3,700 and a maximum of \$5,500.

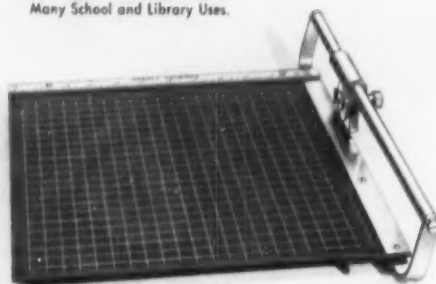
★ Clifton, N. J. The school board has adopted a new schedule for 1957, giving full-time employees below the rank of principals, increases of \$200 at all levels. The increases raise the minimum-maximum for holders of bachelor degrees to \$3,700 and \$6,200 in 14 steps; for holders of master's degrees to \$4,000 to \$6,000 in 14 steps; and for holders of doctorates to \$4,300 to \$7,000 in 15 steps.

★ Ridgefield, Conn. The school board has given across-the-board increases of \$500 to all teaching personnel, effective September, 1957. Starting teachers with four years of post high school training receive \$4,000 and go to \$6,200 in 12 years. Teachers with five, six, and seven years' training are each \$300 higher at each step. The seven-year column starts at \$4,900 and goes to \$7,700 in 15 steps.

★ Millis, Mass. The school board has adopted a new schedule, calling for a minimum of \$3,300 and a maximum of \$5,000 for teachers with a bachelor's degree. Those holding a master's degree will be paid a minimum of \$3,500 and a maximum of \$5,200 in 15 steps.

Gaylords' Safety Paper Trimmer

New Type Trimmer Has
Many School and Library Uses.



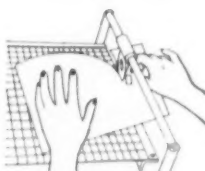
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- 3 Revolving cutting wheel maintains sharp edge through years of use.
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No. 812 12" cutting edge \$15.85
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Immediate shipment on all orders. Transportation charges paid.



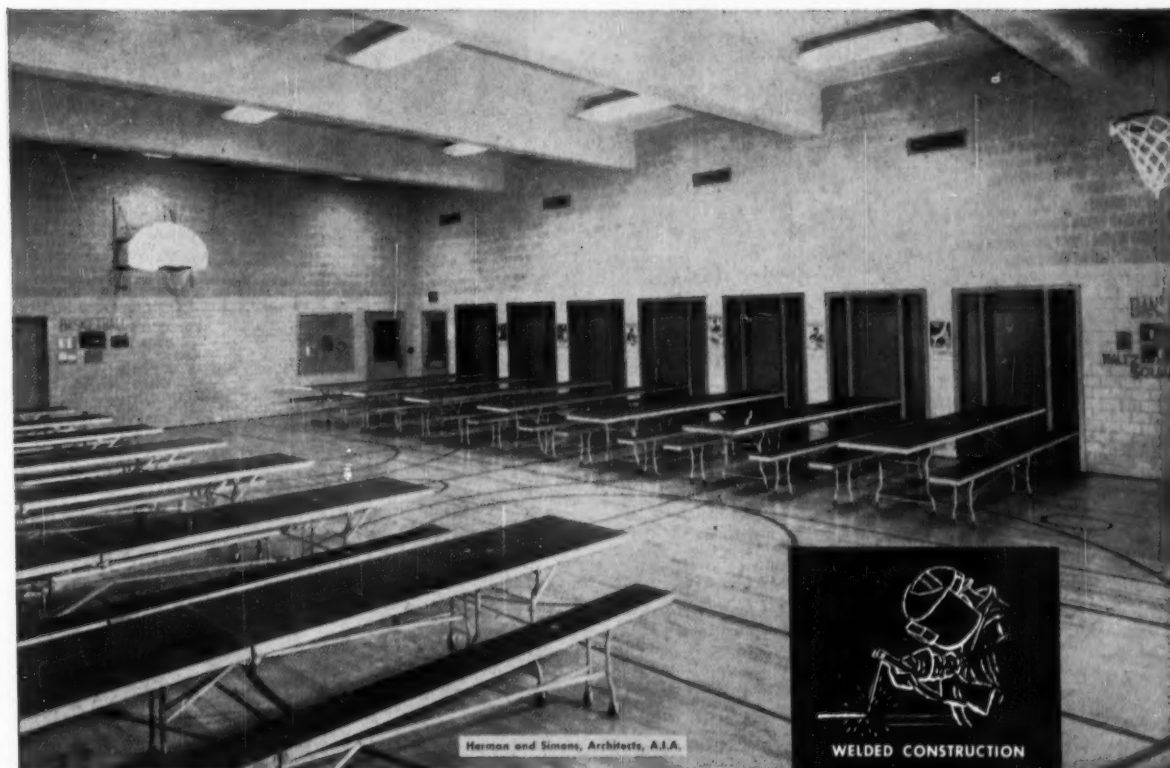
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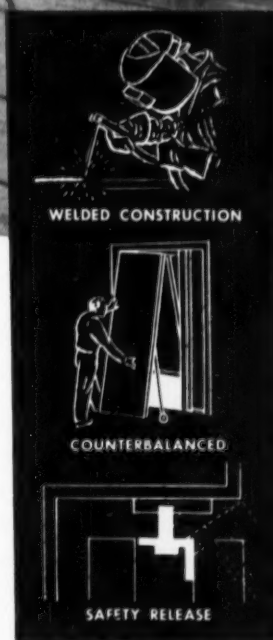
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U. S. and Canada

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is to color
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is to teacher...



Just as the apple is a symbol of friendship between student and teacher, the name Prang has long represented the ultimate in quality, dependability and new developments in school art materials. Prang products are enthusiastically recommended by outstanding administrators, art instructors and authorities in school buying everywhere. They know the "PRANG SIGNATURE" helps assure exciting enthusiasm and true creative heights for their art programs.



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- PRANG PAYONS
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- PRANG TEXTILE COLORS
- PRANG COLORED CHALKS



THE AMERICAN
CRAYON COMPANY
SANDUSKY, OHIO NEW YORK

PERSONAL NEWS

School Board Officials

CALIFORNIA

John Zuckerman is the new president of the board at Stockton.

GEORGIA

D. F. McClatchey has been re-elected president of the Atlanta board.

INDIANA

Harold Schwartz is the new president of the board at Monroe.

Ray H. Hahn is the new president of the board at Terre Haute.

LOUISIANA

Dr. Felton Green is the new president of the Lincoln parish board at Ruston.

Woody R. Hargrove has been re-elected president of the Caddo parish board at Shreveport.

MINNESOTA

A. J. Marshall has been elected president at Fort Francis.

MISSISSIPPI

N. Leslie Carpenter has been elected president at Jefferson.

Dr. Philip J. Bayon has been elected president of the Adams County board.

MARYLAND

John N. Curlett is the new president of the Baltimore board.

Lathrop E. Smith is the new president of the Montgomery County, Md., school board.

Wylie W. Barrow is the new vice-president.

MISSOURI

Dr. Lee Jackson is the president of the new Chillicothe R-II board. **Bryce Allen** is vice-president.

NEBRASKA

H. H. Bergquist has been re-elected president of the Omaha board. **Virgil Sharpe** is vice-president.

Reuben A. Johnson, of Newman Grove, Neb., has been elected vice-president of the Nebraska School Boards Association.

NEVADA

Jack Black is president of the new 7-man board of Mineral County. **Mrs. Anne Lowe** is clerk.

C. A. Herrera is the new president of the Eureka county board, Eureka.

OHIO

Frank Blazina has been re-elected president of the board at Painesville.

Dr. J. B. Martin has been re-elected president of the board at St. Clairsville.

Dr. H. W. Gillen has been re-elected president of the board at Wellston.

Mrs. W. M. Mackey is the first woman president of the board at Fairport.

R. R. Kerr is the new president of the board at Bellaire.

Glenn Shreve has been re-elected president at Mahoning.

OKLAHOMA

Bob Mollett succeeds Jody Sevier as president at Chickasha.

Jim Wright has been elected as a board member at Oklahoma City. **Phil C. Bennett** is the new president.

OREGON

John B. Cox succeeds William Bromley as superintendent at Dillard.



BEST BUY IN
FLAGS for
SCHOOLS

BULLDOG—most famous name in cotton bunting flags—U. S., State and School flags for outdoors. Rugged, reinforced with nylon thread.

STATE FLAGS of complicated design now available in new Detco Process. Accurate and authentic in design and color. Very economical.

GLORY-GLOSS—U. S., School and State Flags for indoors and parades. Beautiful, lustrous and economical.

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PENNSYLVANIA

Mrs. Harold E. March has been elected president of the Altoona school board. Mrs. March has been a member for five years.

Stanley Woofter has been elected president of the Hartford township board at Hartford.

Michael Polinko is the new president of the board at Kulpmont.

Stanley Grey has been elected president of the board at West Easton.

Mrs. Ann E. Banick succeeds C. E. Easley as president of the Liberty school board.

Harry Mann is the new president of the board at Mechanicsburg.

UTAH

Dr. Milton Marshall has been re-elected president of the Provo board. Evan M. Croft is a new member.

WASHINGTON

Arthur E. Church succeeds Clarence Keen as secretary of the board at Yakima.

Superintendents

ARIZONA

Dr. Delbert Secrist has been re-elected president of the Tucson board. Clarence A. Betts was elected clerk of the board.

CONNECTICUT

William J. Edgar, of New Salem, Mass., has been elected superintendent at Fairfield.

GEORGIA

Howard S. Peek is the new superintendent at Cartersville.

INDIANA

Victor Scott is superintendent of Wayne County schools.

IOWA

David Hamilton is the acting superintendent at Exira, replacing Arnold Christ.

KANSAS

Supt. Leroy Hood has been re-elected at Garden City.

Supt. D. R. Lidikay has been re-elected at Pratt.

Supt. S. O. Avery has been given a new term at Burlington.

Supt. E. V. Reichley has been re-elected for a two-year term at Wellington.

Supt. O. C. Hesser has been re-elected at Fredonia.

OKLAHOMA

Dr. J. Chester Swanson, superintendent of schools in Oklahoma City, Okla., has been appointed professor of education of the University of California, effective July 1, 1957. Dr. Swanson has been superintendent at Oklahoma City since 1950, and was recently elected vice-president of the A.A.S.A. His appointment is part of an expanding program in educational administration at the University.

Supt. John D. Shoemaker has been re-elected at Lawton.

Supt. W. G. Smith has received a new two-year contract at Nowata.

WISCONSIN

Howard Chase is the new superintendent at Wautoma.



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Fill your exact wardrobe requirements with R-W 785 In-a-Wall wardrobes... the modern, flexible unit system that makes it possible to achieve custom wardrobe installations at production prices. R-W 785 In-a-Wall Wardrobes combine flexible adaptability with the latest in modern styling, dependable operation and efficient performance. Each five foot unit will accommodate 20 pupils... wardrobes may be equipped with cork bulletin boards, chalk boards and chalk troughs if desired. Dollar for dollar... feature for feature... you can't beat the value of R-W In-a-Wall Classroom Wardrobes. Installation supervised and guaranteed.

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FINANCE & TAXATION

SCHOOL BOND SALES

During the month of December, 1956, permanent school bonds for school construction purposes were sold in the amount of \$144,708,853. The largest sales were made in:

California	\$10,188,000	New Jersey	\$ 3,774,000
Florida	9,285,000	New York	13,757,950
Illinois	8,703,000	Ohio	18,405,000
Louisiana	6,055,000	Pennsylvania	10,465,000
Maryland	4,090,000	Texas	8,476,000
Massachusetts	4,315,000	Virginia	5,500,000
Michigan	7,724,000	Wisconsin	3,495,000

As of January 24, 1957, the average yield of 20 bonds was 3.12 per cent.

SCHOOL CONSTRUCTION

During the month of January, 1957, contracts were let in 11 western states for 126 school buildings to cost \$49,439,464. Additional projects numbering 201 schools, were reported in preliminary stages, to cost an estimated \$207,821,104.

During the month of December, 1956, Dodge reported contracts let in 37 states east of the Rocky Mountains, for 517 buildings at a total contract cost of \$199,817,000.

SELL \$4 MILLION SCHOOL BONDS

The East Baton Rouge, La., parish school board has received a check for \$4 million, representing the first sale of a total \$46,000,000 bond issue. The total issue was approved in October, 1956, to provide the necessary funds for new school construction and the acquisition of sites. Some of the funds from this sale will be used to finance two new elementary schools.

NATIONAL STATISTICS OF IMPORTANCE TO SCHOOLS*

Item	Date	Latest Figure	Previous Mo.
School Building Construction ¹	Dec., 1956	\$199,817,000	\$198,992,000
School Building Construction ²	Jan., 1957	\$ 49,439,464	\$ 24,370,846
Total School Bond Sales ³	Dec., 1956	\$144,708,853	\$136,244,640
Latest Price, Twenty Bonds ⁴	Jan. 24, 1957	3.12%	3.21%
New Construction Expenditures ⁵	Jan., 1957	\$254,000,000	\$246,000,000
Construction Cost Index ⁶	Jan., 1957	649	647
Educational Building, Valuation ⁷	Oct., 1956	\$125,000,000	\$106,600,000
Wholesale Price Index ⁸	Feb. 5, 1957	116.8	116.4
U. S. Consumer's Prices ⁹	Dec., 1956	118.0	117.8
Population of the U. S. ⁷	Jan. 1, 1957	169,600,000	169,177,000

*Compiled February 8, 1957.

¹Dodge figure for 37 states east of Rocky Mts.

²11 states west of Rocky Mts.

³Bond Buyer.

⁴Joint estimate, Depts. of Commerce and Labor.

⁵American Appraisal Co., Milwaukee.

⁶U. S. Dept. of Labor.

⁷U. S. Dept. of Commerce.

★ Washington, D. C. The board of education has set up a school budget of \$44 million for 1957-58. The new budget includes \$1 million for salaries of additional elementary teachers, and \$9 million for new construction.

★ Stamford, Conn. The board of education has presented a budget request for \$6,310,282 for 1957-58, which is an increase of \$985,282.

★ Manchester, N. H. The 1957 budget of the school board calls for \$2,315,234.

★ The New York City board of education has set up a budget of \$412,000,000, the highest in its history. The budget represents an increase of \$68,000,000 over last year's estimate, and is due to new positions created and proposals for salary increases of personnel.

WILL VOTE SCHOOL BONDS

The Milwaukee board of school directors, for a third time, is asking the voters to approve the issuance of bonds for school

construction. The board has asked the approval of \$39,000,000 in bonds, to be issued as needed. The citizens will vote at a referendum election in April.

The additional school facilities needed for the 1956-60 period will require \$66,263,000, while the total construction revenues available during the period are only \$17,596,649.

★ Olathe, Kans. The citizens recently approved a school bond issue of \$400,000 for new school construction. The bond issue, part of a \$1,000,000 building program, will be used to finance a new high school. Construction work will begin in the spring.

★ Carleton, Mich. The school district of Airport Community Schools has passed a \$900,000 bond issue for the financing of three elementary schools.

★ New Orleans, La. The Orleans parish board has adopted a resolution calling for a \$6,000,000 school bond election. It is expected that the cost of the bond issue can be met without additional taxation.



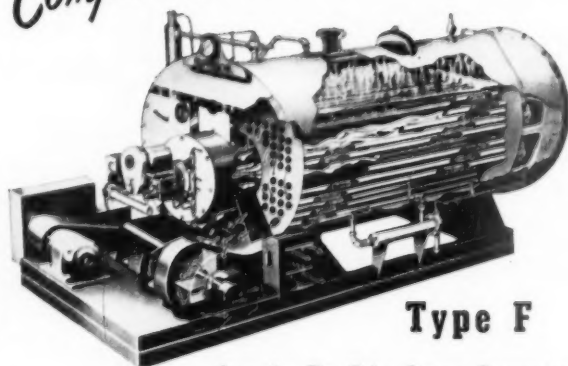
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New simplicity of design achieves style, comfort and classroom efficiency with strength to pass the test of time.



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Patents are pending on all the pieces of the Heywood-Wakefield Trim Line design. Heywood-Wakefield, School Furniture Division, Gardner, Mass. and Menominee, Mich.

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Superior Fire Tube Steam Generators are completely factory assembled and tested. Capacities range from 20 to 600 b.h.p. for steam or hot water heating and for industrial applications requiring pressures to 250 p.s.i. Built-in induced draft and full 5 sq. ft. of heating surface per b.h.p. provides efficient operation firing oil, gas or both.

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STEAM GENERATORS

Picture of
total effort required to operate
Universal Roll-A-Way* Bleachers



Inexpensive new mobile *Poweroller* enables one man to open and close 10, 15, 20 or more rows with touch of switch**



COMPARED to many others, *Universal* Roll-A-Way Bleachers have always been easy to operate. But now they require no physical effort whatever. Now one man can handle all operations quickly, accurately, safely... thanks to *Universal's* new *Poweroller*, a compact mobile electric power unit. Guided into a small opening under the front row seat, *Poweroller's* extended gripper arm engages an attachment bar beneath the bleacher section. A touch of the handle switch starts action... and you have complete control of the bleacher movement. The operator

does nothing but guide the unit from section to section and direct its action. Bleachers may also be opened or closed by hand if ever desired.

Poweroller not only speeds up opening and closing, but also does a more careful job. The gripper arm can make contact at only one spot... the exact center of a section... and the attachment bar assures an even push or pull

over the entire area. Pneumatic tires protect the gym floor, yet give the unit enough traction for positive, easy movement.

Powerization is available for all new Roll-A-Way installations... and the extra cost is so small that it never needs to be a determining factor. If you are planning a gymnasium, investigate today.

* T. M. Reg. ** T. M. Reg. — Pat. Pend.

UNIVERSAL BLEACHER COMPANY
Champaign, Illinois — Representatives in principal cities

News of Products for the Schools

VINYL-CLAD STEEL CHAIR

A new steel folding chair with a vinyl-clad seat that is chip and scuff resistant has been added to the Samsonite line made by Schwayder Brothers, Inc., Detroit, Mich. The fabric-finished seat is of vinyl laminated to 20 gauge steel. The electrically welded tubular steel frame has steel cross braces, a form fitting back rest, safety seat hinges and replaceable plastic feet. All metal parts are rust resistant. Chair is available in gray or brown with a monk's cloth patterned seat.



Chip and Scuff Resistant

The vinyl-clad covering, which is also available on card table tops, was demonstrated at the recent NSSI convention in Chicago. According to the manufacturer, the covering is about 12 times stronger than painted steel. Such difficult stains as nail polish, alcohol, etc., can be wiped off with carbon tetrachloride or an abrasive cleanser without any discoloration. If scored with a knife, the cuts are not visible. Material is flame resistant and will not check, chip, or crack.

(For Further Details Circle Index Code 0246)

PREFABRICATED CLOSETS

Plans for manufacturing prefabricated closets which will provide inexpensive storage facilities for school dormitories and other mass housing projects have been announced by the Brunswick-Balke-Collender Co., Chicago, and the Mengel Co., Louisville, Ky. The closets which represent the companies' first effort in combining their facilities, will be marketed under the trade name "Brunswick-Mengel."

(For Further Details Circle Index Code 0247)

ANGLE STREAM BUBBLER

The Haws Drinking Faucet Co., Berkeley, Calif., has introduced a bubbler for fountains where change or replacement to full automatic stream control is desired. The new unit, Model 127, contains a flow regulator valve that compensates for outside water pressures varying from 10 P.S.I. up to 125 P.S.I. It automatically delivers an excellent bubbler stream throughout the full range of pressures, without adjustment. Additional features include a generous mounting flange and an extra long threaded shank to provide wide latitude for installation on practically every type of fountain.

(For Further Details Circle Index Code 0248)

SHOWER SOAP SPRAYER

A soap dispensing machine for showers, which delivers a jet of gentle Spray-Bath Liquid at the touch of a finger tip has been developed by Huntington Laboratories, Inc., Huntington, Ind. The machine can be installed in any shower room. It makes bathing easier and safer and also saves the maintenance department the job of cleaning scummy, sticky shower floors. Huntington Spray-Bath Liquid instantly gives a rich lather which removes all traces of dirt and grime in a minute. Economical to use, the amount of liquid dispensed in $\frac{1}{4}$ second is plenty for a complete bath, and one gallon of it mixed with eight gallons of water is enough for 1500 showers. Installation of the unit includes motor, compressor tank, and self-timing valves.

(For Further Details Circle Index Code 0249)

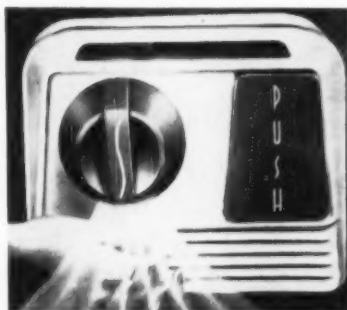
GLASS MENDING MATERIAL

A new scientific material, which can mend all types of window breaks in seconds has been introduced by Greene Metal Products, Inc., Chicago 8, Ill. A tough, clear Mylar material called Glass Patch, it can be used to reinforce cracked, shattered, or pierced windows until permanent repairs are made. It grips tightly, holds securely, and seals out dampness, cold, wind, rain, and drafts. It can be used to seal glass to glass or glass to metal, wood, or sash. Quick, permanent repairs to small holes can also be made with the material. Packaged in handy roll form, it is available in two sizes: a small roll measuring 18 by 90 in. or a large roll measuring 18 by 180 in.

(For Further Details Circle Index Code 0250)

HAND DRYER RESTYLED

A new Sani-Dri electric hand dryer modernized inside and out has been introduced by the Chicago Hardware Foundry Co., North Chicago, Ill. Smart, exterior lines make it an attractive fixture for any washroom and interior improvements add to its operational efficiency. A dynamically balanced motor on resilient mountings produces quiet, smooth operation. The blower and heating unit de-



Modernized Dryer

livers more cubic feet of warm dry air per minute, with a reduction of 33 $\frac{1}{3}$ per cent in current consumption. The plastic push bar, which starts the automatic operation of the machine, completely insulates the user from any chance of electrical shock. In clinical use just a touch of the elbow against the bar will start the machine. The timer which controls the drying cycle can be easily adjusted to suit different conditions and locations.

(For Further Details Circle Index Code 0251)

PORTABLE TELEVISION PROJECTOR

Development of a new portable television projection system which throws large, brilliant pictures on a wall-sized screen has been announced by General Precision Laboratory, Inc., Pleasantville, N. Y. It is particularly suitable for easy viewing of closed-circuit, educational, or other broadcasts of special



Television Projector

events by large groups in school or college classrooms and auditoriums. The new Model PB-611A incorporates a newly designed optical system which provides sharp, clear picture detail and greatly increases light output over earlier designs. Bright television pictures can be projected on any size screen suitable for the premises from 6 feet wide up to 16 feet wide or even more.

(For Further Details Circle Index Code 0252)

DITTO OFFERS WORKBOOKS

Authority, completeness, and flexibility are the first of eight criteria by which elementary teachers can rate the lesson workbooks used to supplement their standard course material. The check list, compiled by Ditto, Inc., Chicago duplicating manufacturer, is based on the firm's own workbooks used by more than four million pupils annually.

Ditto offers 59 workbooks covering nine subjects: word study, social studies, nature study, health, and safety, phonics, language, arithmetic, science, and art. Lesson pages may be removed from the workbook, duplicated on a direct process duplicator, and distributed to pupils at a cost of 10 cents per hundred. The workbooks themselves are reasonably priced. Sample workbook lessons and a catalog are available at no charge from the company.

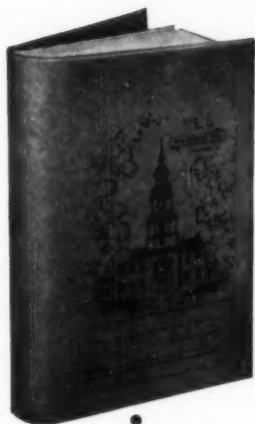
(For Further Details Circle Index Code 0253)

LIGHTWEIGHT VACUUM CLEANER

The Viking, a lightweight, low cost commercial vacuum cleaner, is now available from the Kent Co., Rome, N. Y. Designed for dry pickup, it has a capacity for $\frac{2}{3}$ bushel of dirt. The filter, entirely enclosed, is equipped with easy-to-remove paper filters. Power is supplied by $\frac{3}{4}$ h.p. Lamb A.C.-D.C. motor. Weighing only 40 pounds, the cleaner is easy to maneuver on its four ball bearing casters. Its compact size, 25 in. over-all height and 21 $\frac{1}{2}$ in. width, makes it easy to store. A complete selection of cleaning attachments are also available which may be used to convert the unit into a furnace cleaner.

(For Further Details Circle Index Code 0254)

(Continued on page 98)



SAVE DOLLARS IN YOUR TEXTBOOK BUDGET

By Covering Your Books With

HOLDEN BOOK COVERS

They are made of paper especially designed to withstand the wear incidental to classroom use.

They are water resistant and protect the books when carried to and from school.

They keep the books clean and sanitary.

They prolong the life of the book up to three years.

GET THE HOLDEN HABIT — IT PAYS!

Samples on Request

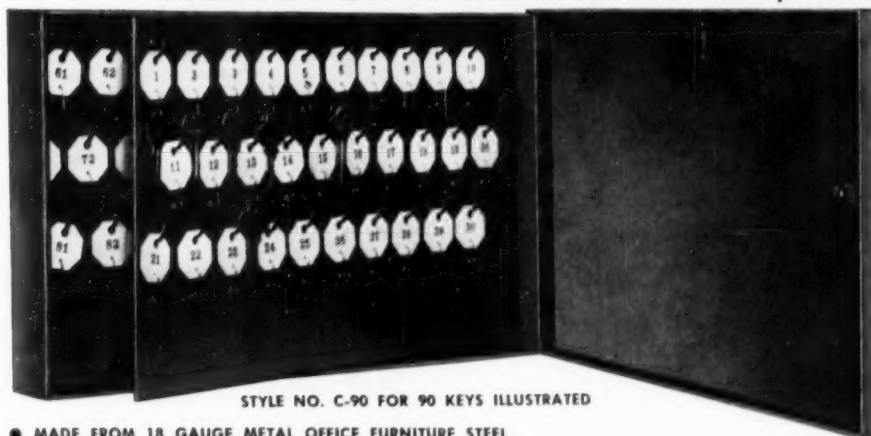
HOLDEN PATENT BOOK COVER COMPANY

SPRINGFIELD, MASSACHUSETTS

LUND SCHOOL KEY CABINETS

SIMPLEST AND MOST INEXPENSIVE KEY SYSTEM EVER DEvised

Thousands of U. S. Schools Across the Nation Use Lund Key Cabinets



STYLE NO. C-90 FOR 90 KEYS ILLUSTRATED

- MADE FROM 18 GAUGE METAL OFFICE FURNITURE STEEL
- ALL WELDED CONSTRUCTION
- LIGHT GRAY BAKED ON ENAMEL FINISH
- DOOR HAS CHROME PLATED CYLINDER LOCK
- KEY SYSTEM INCLUDES NUMBERED WHITE FIBRE KEY TAGS, KEY RECEIPT CARDS, TRIPLE CROSS INDEX CONTROL CARDS AND FULL INSTRUCTIONS

Write for Catalog and Prices

LUND EQUIPMENT CO.

BRECKSVILLE, OHIO

School Key
Cabinets by
LUND For
Nearly 25 Years

News of Products . . .

(Continued from page 96)

SOLUTION TO STORAGE PROBLEMS

Versatile cabinets that can be used to store many odd shaped and odd sized school supplies all in one place have been manufactured by Herman Nelson Unit Ventilator Products, American Air Filter Co., Inc., Louisville, Ky. Originally designed as matching equipment for Amervent and HerNel-Cool heating, venti-



All-Purpose Cabinets

lating, and cooling units, the cabinets may be used in offices, school shops, libraries, and workrooms as well as the classroom. They are available in 24, 36, and 48 in. lengths and may be installed singly or nested together. A bulletin (form 600-A10) illustrating various uses of the cabinets as well as dimension and application information is available from the manufacturer.

(For Further Details Circle Index Code 0255)

WIDE PICTURE LENS BRACKET

A precision made dual purpose lens that makes it possible to project wide screen motion pictures with a regular 16mm. projector has been produced by Radiant Manufacturing Corp. The new attachment, called the Superama "16" lens, is designed for both taking and projecting of regular 16mm. wide-screen motion pictures. When pictures are taken with the Superama, an image twice as wide as normal is squeezed onto the conventional size film. Then when the film is projected through the Superama lens, the image is unsqueezed and the projected picture is double normal width. The film is developed in the usual manner. Lens brackets are now available to fit Bell & Howell, Ampro and Victor Arc projectors.

(For Further Details Circle Index Code 0256)

IMPROVED TAPE RECORDER

An amateur model portable tape recorder that has many of the features of a professional recorder has been introduced by the Bell & Howell Co., Chicago 45, Ill. A portable version of the Miracle 2000 tape recorder, it contains four speakers, two 8 inch "woofers," one on each side, and two electrostatic "tweeters" in front. Each electrostatic speaker contains a thousand small apertures which act as miniature loud-speakers. Three separate motors drive the feed and take-up mechanism thereby minimizing lag or variation in speed and improving sound fidelity. The motors also make possible faster forward and rewind operations. Other attractive features are "drop in" threading, dual speed operation and a program indicator which quickly locates each recording on a tape.

(For Further Details Circle Index Code 0257)

NEW WALL TABLES

New wall tables featuring work saving mechanisms have been introduced by Halde-man-Homme Mfg. Co., St. Paul, Minn. Called "Wall Tables of Tomorrow" they unfold or detach with a special latch in the cabinet; no mechanisms are operated through holes in the table top or benches. Storage cabinets come in full recessed cabinets or handsomely finished flush-mounted models measuring only 6 1/2 inches deep. Automatic hydraulic action



Handy Wall-Tables

provides self-operation in setting up the tables. All the custodian has to do is unlatch the table. The table tops and benches which are made of tough colorful plastic are available in five decorator colors, solid or two-tone combinations.

(For Further Details Circle Index Code 0258)

(Concluded on page 100)

**HALF TONE and
LINE ETCHINGS
COLOR PROCESS**

} premier



The Finest in
Black and White
and Color
Engraving

SERVICE • DEPENDABILITY

Call BRoadway 1-3337

premier engraving co.

818 W. Winnebago St. Milwaukee 5, Wis.



Checker

COAT and HAT RACKS

Style D F 4-40. Portable Checker Rack (illustrated) is 4 ft. 2 in. long; holds 40 coats and hats; goes wherever needed on large, ball-bearing-swivel casters. Comes with or without checks and snap-on numbers. Strongly welded of square tubular, heavy gauge and highly embossed furniture steel. Smart in modern baked finishes. Give lifetime service—never sag, creak or sway. 3 ft., 4 & 5 ft. units available, as well as other efficient space saving equipment for every church, school, commercial, industrial and institutional need.

Write for Bulletin CK-206

VOGEL-PETERSON CO.

1121 W. 37th Street - Chicago 9, Illinois

Before you decide on Gymnasium Seating . . . *GET A BID FROM WAYNE*



Bakersfield (Cal.) High School

gave spectators complete
safety with Wayne
Rolling Gymstands

Clayton (Mo.) High School

made its handsome
gymnasium even
more attractive with
Wayne Rolling
Gymstands

Santa Fe (N.M.) High School

found initial economy and
long service life with
Wayne Rolling
Gymstands

**All new 1957 Rolling
Gymstand Catalog**

Write for it!

You get much more than a competitive price when you invite Wayne to bid. For no other gymnasium seating—at any price—gives you so much for your money—in engineering—appearance—performance. For example . . . Exclusive Rotating Alignment Frames keep rows constantly parallel, assures smooth, easy opening and closing with no jamming. Select woods, fine finishing and a completely vertical front when closed provide a handsome appearance. Closed Riser Board Construction keeps spectators safe and secure, conceals framework from view and adds to

the attractiveness when stands are open. And, sight-line design gives each spectator a full view of the playing floor. No other maker has pioneered as many engineered advances as Wayne.

FOR NEW CATALOG 57, SALES OR SERVICE WRITE:

WAYNE

Wayne Iron Works— 444 N. Pembroke Ave., Wayne, Penna.

ROLLING GYMSTANDS

FOLDING PARTITIONS

OUTDOOR GRANDSTANDS

**Superior Design,
Construction and
PERFORMANCE**

far greater
strength and
SAFETY!

AMERICAN
Approved
**PLAYGROUND
AND SWIMMING
POOL EQUIPMENT**

The wise choice of experienced
buyers for nearly half a century.

WRITE FOR LITERATURE

AMERICAN
PLAYGROUND DEVICE CO.
ANDERSON, INDIANA, U.S.A.
WORLD'S LARGEST MANUFACTURERS OF THE
PARK, PICNIC, PLAYGROUND, SWIMMING
POOL AND DRESSING ROOM EQUIPMENT

monroe
**FOLDING
BANQUET
TABLES**

Direct Prices &
Discounts to
Schools, Churches,
Clubs, Lodges and
All Organizations

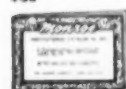


Full line of
folding chairs



Above: Transport-
Storage Truck No.
TSC

Right: Transport-
Storage Truck No.
TSB



MONROE TRUCKS

Transport and store your
folding tables and chairs
the easy, modern way
with Monroe All-Steel
Trucks. Each truck is de-
signed to handle either
tables or chairs. Con-
struction of Truck No. TSC
permits storage in limited
space.



**WRITE FOR CATALOG,
PRICES AND DISCOUNTS**

THE Monroe COMPANY
6 CHURCH STREET, COLFAX, IOWA

News of Products . . .

(Concluded from page 98)

FREE MUSIC APPRECIATION FILM

A color film designed to develop youngsters' interest in the creation of music has been produced and made available to the public by C. G. Conn Ltd., Elkhart, Ind. It is a noncommercial movie entitled, "Mr. B. Natural." The hero, who bears the same name as the title of the story comes to the rescue of Buzz, a shy, reticent teen-ager. He shows Buzz how the playing of a musical instrument can help him become a member of the gang; how it will give him a thrill and feeling of accomplishment to compete for the first chair in the band, and how exhilarated he will become when marching in the band and wearing its uniform.

Emphasized throughout is the importance of the bandmasters and reliable instrument dealers and the strong force they exert in building and extending the popularity of band music. Showing of the film, at no charge, can be arranged through any franchised Conn dealer or by writing to the company.

(For Further Details Circle Index Code 0259)

REVOLUTIONARY COMMERCIAL REFRIGERATOR

A refrigerator, designed after years of research were spent in searching for the answers to food handlers' problems, has been introduced by Koch Refrigerators, Inc. Called the Series M, this new model is available in 1, 2, 3, or 4 section widths, front opening or pass through, with solid or glass doors, self-contained, or remote, porcelain or stainless steel, for medium or frozen storage, and in 26 or 34 in. depths. The cabinets are of all-steel, all-welded construction with heavy stainless steel front frames even on the porcelain front models. Bases are of welded, channel type, cross-braced steel sections with heavy stainless steel fronts and ends. All hardware is flush with door surfaces for safety and durability. Pedestal legs give full under-cabinet cleaning space as well as full cantilever support for the unit. The most revolutionary features of the refrigerator are however, its completely adjustable, removable and interchangeable interior and its mobile food file unit.

(For Further Details Circle Index Code 0260)

FOOD BANKS

School cafeterias can utilize TherMcCold hot and cold food banks for storing food until serving time. The six or eight-door units can be used individually or in a series as a partition between kitchen and serving areas. They are available with pass-through doors on both sides, or with doors on only the service side. Units can be custom-ordered with any combination of hot and cold cabinets (i.e., $\frac{2}{3}$ cold, $\frac{1}{3}$ hot etc.), with a freezer, or special milk storage compartment. Exteriors are either stainless steel or white dulux.

Each cabinet has individual temperature controls and stainless steel tray slides and interior. Optional features include glass doors, exterior thermometers, edge-mounted hardware and removable slides. Cabinets are available in two depths depending upon size of trays used. TherMcCold Hot 'N Cold Food Banks are made by McCall Refrigerator Corp., Hudson, N. Y.

(For Further Details Circle Index Code 0261)

CATALOGS & BOOKLETS

How to strip, seal, and maintain gymnasium floors is the subject of a 20-page booklet prepared by the research laboratory of J. I. Holcomb Mfg. Co., Inc. The booklet, which

includes helpful diagrams covers: work flow information, removal of painted lines and seals, application of fresh seals and gymnasium finish, service information and regular maintenance tips. Copies are available without charge.

(For Further Details Circle Index Code 0262)

A daily work planning guide for building custodians is available from distributors of the Advance Floor Machine Co., Minneapolis, Minn. Ninety worksheets on a convenient wall hanger have a place for designating individual job assignments, working areas, employees, special assignments, and a job check list. On the back of the folder is a summary of floor care and equipment.

(For Further Details Circle Index Code 0263)

"More Learning Per School Dollar" is the title of a colorful 24-page booklet describing how thermal environment influences learning. Produced by John J. Nesbitt, Inc., it discusses the factors in the classroom which require continuous control of heating, ventilation, and cooling as well as the method by which a unit ventilator controls these factors. Copies of the booklet may be obtained by request.

(For Further Details Circle Index Code 0264)

Persons interested in food preparation and serving in school will find interesting the well-illustrated booklet recently released by Southern Equipment Co. which shows their food serving equipment in use. A 48-page booklet it contains over 100 photographs and floor plans of elementary schools, junior high and high schools, colleges and universities, together with descriptive information pointing out the newest advancements in food serving equipment for schools. Copies will be sent on request.

(For Further Details Circle Index Code 0265)

MANUFACTURERS' NEWS

Hamilton Mfg. Co., Two Rivers, Wis., has announced the appointment of A. David Sloane as its Field Sales Manager, Homemaking and



A. David Sloane

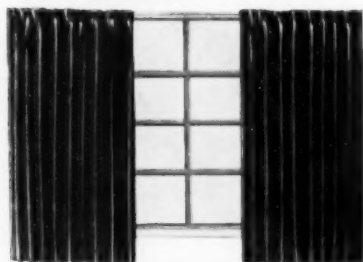
Arts and Crafts division. In this capacity Mr. Sloane will contact dealers, distributors, architects, and school personnel throughout the entire country.

The Trane Co., La Crosse, Wis., has just completed a program of air conditioning meetings which were held in 44 cities across the nation. Designed specifically for engineers, architects, and special guests the meetings concentrated on the application of new air conditioning products.

The Edwin F. Guth Co., St. Louis, Mo., lighting equipment manufacturers are celebrating this year their 55th business anniversary.

You Are IN THE DARK

while
presenting
Audio-Visual
programs



WITH *Forse* DARKENING DRAPERIES & SHADES

Finest materials—decorative colors
Made to fit any size windows
Guaranteed for 10 years
Used throughout the United States since 1917

Write for literature and fabric samples.
They're free.

FORSE MANUFACTURING COMPANY

2347 Sullivan Ave. • St. Louis 7, Mo.



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DETAILS TO
DEPT. SB-6

AT LAST!

A truly
ADJUSTABLE
Typewriter
Table
with **ALL**
the Features
you've been
looking for!...

- **STURDY** DOES NOT VIBRATE
- **SILENT** MOUNTED IN RUBBER
- **ADJUSTABLE** SELF-LOCKING UNIT
- **MODERN DESIGN**
- **ECONOMICAL** ALL STEEL CONSTRUCTION



Drop-Leaf
Table



Back-breaker!



Arm-stretcher!



A-H-H-H-H
SEMCOII



Bookkeeping
Table

SEMCO SALES

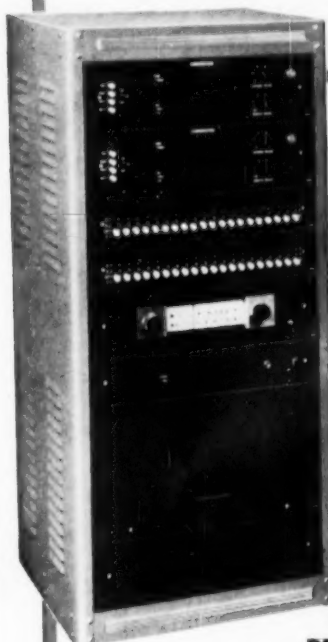
PINELLAS INT. AIRPORT
ST. PETERSBURG, FLORIDA

LATEST "SPACE-SAVER" DESIGN CENTRAL CONTROL, ALL-FACILITY SCHOOL SOUND SYSTEM

by

Rauland

MODEL S314
ULTRA-COMPACT
FOR USE IN MINI-
MUM SPACE—FOR
UP TO A TOTAL OF
40 CLASSROOMS



OFFERS EVERY DESIRABLE FACILITY

Here, at minimum cost and occupying very little more space than a file cabinet, is an invaluable aid for effective administrative control and a remarkable facility for instruction. Includes every modern feature and program facility:

- ★ Provides FM or AM radio programs for distribution to any or all rooms
- ★ Distributes phono program (4-Speed Automatic Changer)
- ★ Selects and distributes any of 2 Microphone, Radio or Phonograph programs
- ★ Provides 2-way conversation with any room. Distributes any 2 programs simultaneously (or one program plus intercom)
- ★ Has Emergency (All-Call) Feature

Write for full details covering the low-cost RAULAND "Space-Saver" School Sound System.

Rauland

Pioneers in
School Sound

Other RAULAND Systems are available with capacity up to 160 classrooms. RAULAND Public Address equipment is also available for auditorium and athletic field sound coverage.

WRITE FOR FULL DETAILS

RAULAND-BORG CORPORATION

Rauland-Borg Corporation
3515 Addison St., Dept. R, Chicago 18, Ill.

☐ Send full details on all RAULAND School Sound Systems.
We have _____ classrooms.

Name _____ Title _____

School _____

Address _____

City _____ Zone _____ State _____

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The greatest food service in America



Sexton occupies an enviable first place in the esteem of America's best-managed hotels and restaurants, schools and colleges and hospitals. Just the names on the Sexton roster of customers indicate that Sexton Foods merit utmost confidence. The way Sexton operates its entire organization to meet the requirements of the institutional trade is especially advantageous to thousands of exacting food buyers. Topping all this, of course, is the uniform high quality of Sexton Foods—outstanding in flavor, freshness and nutriment—unsurpassed in extent and variety.



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READER'S SERVICE SECTION

INDEX TO SCHOOL EQUIPMENT

The index and digest of advertisements below will help you obtain free information, catalogs, and product literature from the advertisements and companies listed in the new products section. Merely encircle the code number assigned to each firm in the request form below, clip the form and mail it to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.

Code No.	Page No.	Code No.	Page No.
30	Aetna Life Affiliated Companies84 & 85 Drivertrainer instructions. Use coupon page 85 for information.	318	Everett Piano Company 81 School pianos
31	All Steel Equipment, Inc. 63 Steel furniture and lockers.	319	Fenestra Incorporated 66 & 67 Doors, windows, building panels. Use coupon page 67 for information on Hollow Metal Doors.
32	American Bitumuls & Asphalt Co. 22 Playground surfacing.	320	Forse Manufacturing Company 101 Darkening draperies and shades.
33	American Crayon Company 92 Water colors, crayons, chalk.	321	Gaylord Bros., Inc. 90 Safety paper trimmer.
34	American Desk Mfg. Co. 10 Classroom furniture and equipment.	322	General School Equipment Co.2nd cover School furniture. Write for free booklet and classroom planning kit.
35	American Playground Device Co. 100 Playground and swimming pool equipment.	323	Griggs Equipment, Inc. 2 School seating.
36	American Seating Companyins. bet. 16 & 19 School seating	324	Guth Co., Edwin F. 71 Lighting specialists.
37	Bendix-Westinghouse Automotive Air Brake Co. 30 Air brakes	325	Heyer Corp., The 3rd cover Duplicators. Use coupon for information and demonstration.
38	Borroughs Manufacturing Co. 28 Sliding door cabinets.	326	Heywood-Wakefield Co. 94 Tubular steel furniture.
39	Brunswick-Balke-Collender Co. 26 & 27 Classroom seating, folding gym seating, etc.	327	Hillyard Chemical Company 83 Floor maintenance materials.
310	Butler Manufacturing Company 6 Metal school buildings	328	Halcomb Mfg. Co., J. I. 89 Scientific cleaning materials.
311	Celotex Co., The 16 Sound conditioning. Use coupon p. 16 for survey chart and booklet.	329	Holden Patent Book Cover Co. 97 Textbook protection.
312	Claridge Products & Equip., Inc. 74 Duracite chalkboard. Send for catalog 437.	330	Hussey Mfg. Company 88 Roll-out gym seats and portable steel bleachers.
313	Clarin Manufacturing Co. 13 Tablet arm folding chair.	331	International Business Machines Corp.72 & 73 Electric typewriters.
314	Cook Machinery Co., Inc. 82 Washettes. Use coupon page 82 for descriptive literature.	332	Johnson Service Company 24 & 25 Pneumatic control.
315	Dettra Flag Company, Inc. 92 Flags for schools. Write for information on movie "Our U. S. Flag."	333	Krueger Metal Products 28 Metal folding chairs and demountable chair trucks.
316	Ditto, Incorporated 78 & 79 Duplicating Service. Use coupon page 79 for information.	334	Lund Equipment Co. 97 School key cabinets.
317	Draper Shade Company, Luther 76 Window shades of special design. Write for catalog "Correctly Controlled Daylight."	335	Maple Flooring Manufacturers Assn. 23 Northern hard maple.
		336	Medart Products, Inc., Fred 87 Telescopic gym seats.
		337	Metalab Equipment Corp. 12 Complete line school laboratory equipment.

USE THESE CARDS

These postpaid cards are provided for the convenience of THE AMERICAN SCHOOL BOARD JOURNAL readers in requesting information on products, services, booklets, and catalogs offered by the advertisers in this issue.

March, 1957

THE AMERICAN SCHOOL BOARD JOURNAL 400 North Broadway, Milwaukee 1, Wis.

Please ask the manufacturers, whose code numbers I have encircled, to send me free information, catalogs or product literature as mentioned in this issue of the JOURNAL.

ADVERTISING INDEX

30	35	310	315	319	323	327	331	335	339	343	347	351	355	359	363
31	36	311	316	320	324	328	332	336	340	344	348	352	356	360	364
32	37	312	317	321	325	329	333	337	341	345	349	353	357	361	365
33	38	313	318	322	326	330	334	338	342	346	350	354	358	362	366
34	39	314													

NEWS OF PRODUCTS FOR THE SCHOOLS

0246	0248	0250	0252	0254	0255	0256	0257	0258	0259	0260	0261	0262	0263	0264	0265
0247	0249	0251	0253												

Also information on

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City _____ Zone _____ State _____

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32	37	312	317	321	325	329	333	337	341	345	349	353	357	361	365
33	38	313	318	322	326	330	334	338	342	346	350	354	358	362	366
34	39	314													

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Also information on

Name _____ Please Print
Title _____ School _____
City _____ Zone _____ State _____

USE THESE CARDS

The cards below are postpaid for your convenience in requesting product information, catalogs, and literature from advertisers and firms listed in this issue.

READER'S SERVICE SECTION

(Continued)

Code No.	Page No.	Code No.	Page No.
338	Minneapolis-Honeywell Regulator Company..... 14 & 15 Temperature controls.	362	Upright Scaffolds..... 65 Scaffold on Wheels. Write for descriptive circular.
339	Mississippi Glass Company..... 7 Rolled, figured and wired glass.	363	Universal Bleacher Company..... 95 Roll-a-Way bleachers
340	Mitchell Mfg. Co..... 70 Folding tables, band and choral stands.	364	Vogel-Peterson Co., Inc..... 98 Coat and hat racks
341	Monroe Company, The..... 100 Folding banquet table	365	Wayne Iron Works..... 99 Rolling gymstands, outdoor grandstands, folding partitions.
342	Nesbitt, Inc., John J..... 4th cover Wind-o-Line Radiation.	366	Wayne Works, The..... 75 Supermaic transit coach
343	Pennsylvania Slate Producers Guild..... 68 Natural slate.	News of Products for the Schools	
344	Powers Regulator Co..... 19 Thermostatic control. Write for booklet "Safer Showers"	0246	Schwayder Brothers, Inc..... 96 Folding Chair
345	Premier Engraving Company..... 98 Engravers.	0247	Brunswick-Balke-Collender Co..... 96 Prefabricated Closets
346	Rauland-Borg Corp., The..... 101 School sound systems. Use coupon page 101 for full details.	0248	Haws Drinking Faucet Co..... 96 Bubbler
347	Remington Rand, Inc..... 69 Kardex for safe record keeping.	0249	Huntington Laboratories, Inc..... 96 Soap Sprayer
348	Richards-Wilcox Mfg. Co..... 93 In-a-Wall classroom wardrobes. Write for bulletin E 180.	0250	Greene Metal Products, Inc..... 96 Glass Mending Material
349	Royal Typewriter Company, Inc..... 77 Electric, standard and portable typewriters.	0251	Chicago Hardware Foundry Co..... 96 Electric Hand Dryer
350	Safway Steel Products, Inc..... 4 Telescoping gym seats.	0252	General Precision Laboratory, Inc..... 96 Portable Television Projector
351	Schieber Sales Company..... 91 In Wall folding tables and benches.	0253	Ditte, Inc..... 96 Workbooks
352	Semco Sales..... 101 Adjustable typewriter table.	0254	Kent Co..... 96 Vacuum Cleaner
353	Sexton & Company, Inc., John..... 102 Institutional food.	0255	American Air Filter Co., Inc..... 98 Cabinets
354	Shwayder Brothers, Inc..... 5 Folding chairs in 10 decorator colors.	0256	Radiant Mfg. Corp..... 98 Movie Projector Lens
355	Sloan Valve Company..... 1 Flush valves. Write for descriptive folder.	0257	Bell & Howell Co..... 98 Portable Tape Recorder
356	Southern California Plastering Institute..... 29 Genuine Lath and Plaster.	0258	Haldeman-Homme Mfg. Co..... 98 Wall Tables
357	Stran-Steel Corporation..... 20 Steel buildings. Use coupon page 20 for catalog.	0259	C. G. Conn, Ltd..... 100 Music Appreciation Film
358	Structural Slate Co..... 86 Natural slate.	0260	Koch Refrigerators, Inc..... 100 Commercial Refrigerator
359	Superior Combustion Industries, Inc..... 94 Steam generators.	0261	McCall Refrigerator Corp..... 100 Food Banks
360	Taylor Company, Halsey W..... 88 Fountains and coolers	0262	J. I. Halcomb Mfg. Co., Inc..... 100 Booklet
361	Trane Company..... 8 & 9 Unit ventilators.	0263	Advanced Floor Machine Co..... 100 Work Planning Guide
		0264	John J. Nesbitt, Inc..... 100 Booklet
		0265	Southern Equipment Co..... 100 Booklet

AMERICAN SCHOOL BOARD JOURNAL

P.O. Box No. 2068

MILWAUKEE 1, WISCONSIN

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First Class Permit No. 1112, Sec. 349 P. L. & R., Milwaukee 1, Wis.

Postage
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AMERICAN SCHOOL BOARD JOURNAL

P.O. Box No. 2068

MILWAUKEE 1, WISCONSIN

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United States

A Modern Electric Duplicator at a Moderate Price!...

Now Heyer offers push-button
duplicating at little more than the
price of some hand-operated machines



Heyer AUTOMATIC *Mark II*
CONQUEROR
SPIRIT DUPLICATOR

\$299.50
Plus Tax

Heyer has broken the price barrier with the new Mark II Conqueror automatic electric spirit duplicator. Every school duplicating job—bulletins, class outlines, etc.—can be produced much more easily on the new Model 76 Mark II Conqueror, at the rate of 110 clear, crisp copies per minute in 1 to 5 colors . . . at a fraction of a cent per copy. Its constant speed produces better and more uniform copies; it frees the operator so that the copies can be observed; and most important . . . there's no effort on the operator's part, for this new Conqueror runs without watching, and even turns off automatically! You can pay much more if you wish, but the Model 76 offers all this . . . at a price that can't be matched.

Engineering improvements on the Model 76 Mark II Conqueror include a brand-new Feed Drive Mechanism which works only in a forward motion . . . eliminates the lurch found in old-fashioned reciprocal drives. It has new High Precision Clutches and Nylon Gears that are quiet and need no lubrication, plus an 11" and 14" Cylinder Stop. The completely redesigned Motor Drive gives smoother operation, while the conveniently positioned Motor Bar permits effortless fingertip starting. Operating instructions are permanently printed on the Model 76, so anyone can operate it in a jiffy. Feature for feature . . . this Mark II Conqueror is the biggest value in spirit duplicators today!



MODEL 70 *Mark II* **CONQUEROR**

For those schools whose budget requires a quality duplicator at the lowest possible price . . . the hand-operated Model 70 Mark II Conqueror is the per-

fect buy. It has been completely redesigned too, and now features a new Feed Release Button as well as Paper Stackers, previously found only on the Model 76 automatic electric duplicator. The Model 70 Mark II Conqueror hand-operated duplicator prints up to 110 copies per minute of anything typed, written **\$195.00** or drawn on the master . . . in 1 to 5 colors at once. Plus Tax

The HEYER Corporation

1842 South Kostner Avenue, Chicago 23, Illinois

☐ Send additional information about the new Mark II Conqueror duplicators.

☐ Please arrange a demonstration.

NAME _____

ADDRESS _____

CITY _____

STATE _____

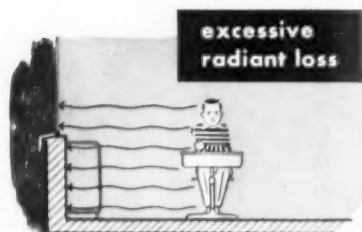
SCHOOL _____

POSITION _____

SEE THE CONQUERORS AT ALL THE MAJOR SCHOOL CONVENTIONS

For a Protected Learning Environment

COLD WINDOW WALLS CREATE 2 PROBLEMS



Without Wind-o-line, pupils seated near the cold walls are uncomfortable because of excessive body heat loss—even with a 70° room air temperature.



Downdrafts from the cold window wall add to the discomfort, forming pools of chilling air around the ankles of pupils seated near the cold surface.

The Nesbitt Series Hot Water Wind-o-line System provides the protected learning environment at proven lower costs.

You cannot ignore the need for protective radiation along the full length of cold window walls. Remember that indoor thermal comfort is related not only to the room air temperature, but to the temperature of the surrounding floors, windows and walls as well. For the fully protected thermal environment in your school, specify Nesbitt Syncretizers with Wind-o-line Radiation.

WIND-O-LINE RADIATION SOLVES BOTH PROBLEMS



With Wind-o-line installed along the exposed surfaces, floor, window and wall temperatures are raised; radiant heat protects against excessive loss of body heat; convected heat all along the sill warms the chilling downdraft, diverting it above the heads of the pupils. Wind-o-line Radiation functions only when and as needed, augmenting the work of the Syncretizer unit ventilator to provide a *fully protected learning environment*.

For more complete information
send for Publication 101—
more learning per school dollar.



Nesbitt

Syncretizers with Wind-o-line

Made and sold by John J. Nesbitt, Inc., Philadelphia 36, Pa. Sold also by American Blower Corporation and American-Standard Products (Canada) Ltd.